PSY 606: PSYCHOLOGICAL TESTS AND MEASUREMENTS
Class Meeting: Online; Tuesday at 5:30PM
Instructor: Esteban L Walstrum, Ed.S., NCSP
Office/Phone: 728-9002
Email: Esteban.Walstrum@chaminade.edu
Email to schedule Office Hours

Tentative Course Syllabus (subject to change)

Text:

<u>Required</u>:

Urbina, Susan (2014). Essentials of Psychological Testing - Second Edition. John Wiley & Sons, Inc., Hoboken, New Jersey

<u>Recommended</u>:

American Psychological Association (2014). The Standards for Educational and Psychological Testing

Sattler, J. (2014). *Foundations of behavioral, social, and clinical assessment of children, Sixth Edition.* Jerome M. Sattler, Publisher, Inc: La Mesa, CA.

Sattler, J. (2014). *Resource guide to accompany foundations of behavioral, social, and clinical assessment of children, Sixth Edition*. Jerome M. Sattler, Publisher, Inc: La Mesa, CA.

Mather, N., Jaffe, L., E. (2010). Comprehensive Evaluations: Case Reports for Psychologists, Diagnosticians, and Special Educators. John Wiley & Sons, Inc., Hoboken, New Jersey

Catalog Course Description:

This course analyzes various kinds and uses of tests, gives a history and background for each, discusses their strengths and weaknesses, and develops the student's understanding of the quantitative measurement foundations of tests. Evaluation, selection, and interpretation of Psychological tests for guidance and the use of psychometric data in your field of work are also covered topics. As part of the course requirement, students will administer, score, and interpret tests.

It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school application, etc.

ACA Ethical guidelines for Self-Care and Self-Monitoring

Given the 1) long-standing issue of problematic self-care and self-monitoring in the field of counseling, clinical psychology, and psychotherapy, 2) chronic stress demonstrated by many students in the current Covid-19 ever-changing, and uncertain environment, 3) fact that there appears there

will be numerous stressed out clients as a result of the Covid 19 ever-changing, and uncertain environment, and 4) fact that the ACA requires self-care and self-monitoring as part of their ethical guidelines, all courses will include and address the following ACA guidelines in all of their syllabi. These guidelines also apply to all faculty and staff teaching in the MSCP program.

Course Format -

We will be utilizing an online seminar approach; thus, we will be incorporating class discussions via our online format in Canvas and/or Zoom. Students must complete the class tasks prior to posting any discussion material; otherwise, the discussions will not be informed ones. Due to the nature of the material we are discussing, there is likely to be some lively discussion and some disagreement on issues. In addition, some people may feel uncomfortable or upset by some of the material. As such, we want to make sure to follow these ground rules:
- Acknowledge that people in our culture have different experiences based on race, ethnicity, class, sex, age, and sexuality.
- Think psychologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.
- Agree that this course should be a place where no one is made to feel embarrassed or ashamed. Disrespectful behavior will not be tolerated.
- No attacks that might be deemed personal should be made on the discussion boards.
- Healthy discussion and debate is welcome and encouraged. We do not have to agree with one another, but we must be able to discuss our differences in a respectful manner.

In terms of general participation, students are responsible for all material posted each week. This course will require a fair amount of reading and some video viewing, so do make sure to plan your study time wisely. Prior to any class discussions, students are expected to have engaged the material such that they are prepared with questions and reflections. This allows for more coherent participation in the course discussions. Although specific readings and videos will be assigned for each week, students are encouraged to consider and discuss comparisons and disparities among the readings and videos.

Credit Hours -

This is a three credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend about 40 hours in class (online lecture), 4 hours writing response papers, 66.5 hours writing and revising the evaluation report paper, and 22 hours studying for the quizzes and assignments. There will be an additional 2.5 hours of work required beyond what is listed here (course readings, homework, assignments, etc.).

Course Website Address (Canvas):

https://chaminade.instructure.com/courses/30417

Hardware Requirements:

Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements:

You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact me or Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

MSCP Core Program Learning Outcomes (PLOs)

1. Identify core-counseling theories, principles, concepts, techniques and facts.
2. Identify counseling theories, principles, concepts, techniques and facts in (Mental Health, Marriage/Family or School) Counseling.
3. Facilitate the counseling process with clients.
4. Identify the relationship between adaptation and change and the counseling process.

Student Learning Outcomes

Students will demonstrate an understanding of:
1. Students will identify the scientific method and empirical process as related to psychometrics and social science research (PLO #1).
2. Students will describe the ethical guidelines as they pertain to testing and counseling (PLO#1).
3. Students will demonstrate these concepts in the form of a case study and initial history report (PLO #3).

Faculty-Student Grading/Feedback Expectations

Assuming on-time submission of assignments, the instructor will make every reasonable effort to return graded assignments within one week of submission. Communications via email will be generally responded to on the same day but no later than two workdays after receipt.

Student Interaction Expectations

Students are expected to conduct themselves in a manner appropriate to professional standards in counseling, i.e., treat each other with respect and courtesy. Group assignments should be delegated to respective group members so that equivalent effort is a likely outcome. Group conveners will be responsible for ensuring that standard is met.

Participation during the online sessions is expected in the form of active verbal responses during the sessions, and written responses in text/chat. Two points will be distributed per session throughout the course, totaling 20 points for participation.

Assignments

Student performance, relative to the Student Learning Outcomes (SLO) stated above, will be assessed. You will be asked at specific points throughout the course to demonstrate what you have learned through various activities and assignments.

Interview questions (10 Pts)	- Develop a set of interview questions you will use to collect information from your clients.
	- These questions can differ depending on your field of interest.
	- Consider including:
	  - Basic Information
	  - Biological Factors
	  - Psychological Factors
	  - Social Factors
	  - History and Current functioning
	  - Etc…

Group assignment Interview Video (20 Pts)	- Form Groups of 3
	- 2 students ROLE PLAY interview each other
	  - 20 min
	  - One student interviews using their developed Interview Questions.
	  - Second student Acts out an individual of their choosing. The Role Play is not intended for students to play out their own trauma (For more information regarding the Counseling Center services, please visit: https://chaminade.edu/student-life/counseling-center/counseling-services/)
	  - Third student observes (relevant for Reflection Assignment)
	- Each individual student submits their 20 minute video of being interviewer.
	  - Be aware that the questions you ask and the information you collect should be the basis for the rest of your assignments.

Referral Reason (4 Pts)	- Development of an appropriate referral reason that includes background information gathered from interview and testing "client." - Written with enough breadth and depth to warrant the need for testing.
Reflection Assignment (10 Pts)	- Reflection of your experience as an interviewer - Reflection of your experience as an interviewee - What questions did other group-mates have that provoked thoughts in you as you watched their interview session or as you role played as an interviewee? - Are there any questions that others used that you now want to and/or will include in your interview questions/sessions? - What value do you get from interviews you will conduct as a professional?

Tentative Course Syllabus (subject to change)

| Psychometric Case Complete Report (56 Pts) | Student will select an acquaintance who agrees to participate in this psychometric evaluation exercise. It is imperative that the participant understand that this is a classroom exercise and not a formal evaluation.

Student will then interview that person and administer two personality assessments (Myers-Briggs Type Indicator, MBTI; and Big Five Inventory, BFI) **plus a minimum of three additional tests** from a list of available scales (based on relevance to the case) for a total of five tests.

The interview and test results will then be summarized in a case report. | Interview someone (with set of questions developed in Group Activity)
- Have them complete the MBTI and BFI

Obtain additional test results from sample source

https://openpsychometrics.org/

Summarize in a case report. |
| Test Write Up 1
Test Write Up 2
Test Write Up 3
(36 Pts Each) | Rubric will be made available and a sample case report will be made available as a handout for use as a model format. This report will count 56 pts towards the course total. | |

Assessment

| Quizzes (10 Pts Each) | weekly quizzes consisting of 10 multiple choice or written essay response questions. The ten quizzes combined will contribute a total of 100 pts possible towards the course total. Quizzes will be available the evening of each week's meeting session to the moment before the following class session. |

Grading Criteria

Grading Criteria Points:

Interview questions (10 Pts)	10	Points	Grade
Group assignment Interview Video (20 Pts)	20	295 - 328	A
Referral Reason (4 Pts)	4	262 - 295	B
Reflection Assignment (10 Pts)	10	Below 229	C

Test Write Up (3 @ 36 Pts Each)	108
Psychometric Case Complete Report (56 Pts)	56
Quizzes (10 @ 10 Pts Each)	100
Participation (10 @ 2 Pts Each)	20
Total	328

Attendance -

It is expected that you will attend class and be active on Canvas weekly. If you miss more than one class, you will be given a "C" and you must retake the class. (Graduate programs policy)

Grading Policy / Late Submissions

It is assumed that students will allocate their time so that all assignments and quizzes will be submitted by the deadline. Make-up quizzes will only be considered if extraordinary circumstances occur that might reasonably prevent a student from quiz completion. Assignments should be submitted by the respective deadlines with the understanding that one point (1 pt) will be deducted for each day that the assignment is late.

Academic Honesty -

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Title IX Statement -

Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical

and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:
- Chaminade Counseling Center 808 735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Students With Disabilities -

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact the Kokua Ike Coordinator at (808) 739-8305 to make an appointment in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion. It is your responsibility to send your accommodation letter to your instructor in a timely manner. In other words, the accommodations are not retroactive. Given that this course is online, the primary area that you will be using it, assuming you have an accommodation for a specific amount of extra time, is on exams. So make sure your accommodation letter is sent to your instructor at the start of the term if you plan on requesting the extra time.

For more information contact
https://chaminade.edu/student- life/ada-accommodations/

Chaminade Counseling Center -

Students may consider counseling when they may need an unbiased perspective on issues they are facing or when they are unable to manage their own difficulties independently and their day-to-day functioning is being impacted. For more information regarding the Counseling Center services, please visit: https://chaminade.edu/student-life/counseling-center/counseling-services/

Email: counselingcenter@chaminade.edu
Phone: 808-735-4845.

Kokua Ike: Tutoring & Learning Services -

Kokua Ike provides access to free one-on-one tutoring for students, online tutoring via TutorMe, and manages test administration services. Information regarding the tutoring center can be found at https://chaminade.edu/student-success/kokua-ike/

Email: tutoring@chaminade.edu
Phone: 808-739-8305

Credit Hour Policy:

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one

hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Scientific Method Definitions -

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

[Research Design And Counseling; Heppner, Kivlighan, and Wampold]

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

[Methods In Behavioral Research; Cozby]

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

http://allpsych.com/researchmethods/replication.html

Marianist Educational Values -

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

I. _Educate for Formation in Faith_
Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

II. _Provide an Excellent Education_
In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

III. _Educate in Family Spirit_

Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

IV.   *Educate for Service, Justice, and Peace*
The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

V.   *Educate for Adaptation to Change*
In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. "New times call for new methods," Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware that for that philosophy to remain vibrant in changing times, adaptations need to be made.

    Selected from Characteristics of Marianist Universities: A Resource Paper, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

Tentative Course Schedule (subject to change)

Week	Topic	Assignment due
1	Introduction to Course Introduction to Testing and Their Use Ethical Test Use	
2	Ethical Standards	Quiz 1: How Old Are They? Interview Questions / Group Formations
3	Testing Statistics	Quiz 2: Chapters 1 and 7 Interview Video
4	Test Score Interpretation	Quiz 3: Standardized? Reflection Response
5	Reliability	Quiz 4: Chapters 2 and 3 Referral Reason
6	Validity	Quiz 5: Chapter 4 Test Results Write Up 1
7	Item Consideration	Quiz 6: Validity Test Results Write Up 2
8	Testing in the Education Setting	Quiz 7: Chapter 6 Test Results Write Up 3
9	Testing in Other Settings	Quiz 8: Testing in the Educational Setting
10	Course Wrap-Up	Quiz 9: Telehealth Final Quiz Completed Report

Tentative Course Syllabus (subject to change)