



**Chaminade University of Honolulu**  
**Master of Science in Counseling Psychology**  
**Course Syllabus**

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Waialae Avenue - Honolulu, HI 96816

**Course Number:** PSY 722

**Course Title:** Evaluation Processes in the School Setting

**Term:** Summer 2024

**Class Meeting Days:** Wednesdays

Online via Zoom

**Class Meeting Hours:** 5:00 PM – 6:00 PM HST

**Instructor Name:** James Oyler, Ph.D.

**Email:** james.oyler@chaminade.edu

**Phone:** 520-440-2904

**Office Location:** Phoenix AZ

**Office Hours:** By Appointment online, virtual.

**Instructor Availability:**

Questions for this course can be emailed to the instructor at james.oyler@chaminade.edu. Online, in-person and phone conferences can be arranged. Response can be expected within 24 hours.

**Text:**

Required:

Hosp, M. K., Hosp, J. L., & Howell, K. W. (2016). *The ABCs of CBM: A Practical Guide to Curriculum-Based Measurement (The Guilford Practical Intervention in the Schools Series)* (Second). The Guilford Press.

Sattler, J. M. (2022). *Foundations of Behavioral, Social, and Clinical Assessment of Children, Seventh Edition* (Seventh Edition). Jerome M. Sattler, Publisher Inc.

Optional:

Mather, N., & Jaffe, L. E. (2010). *Comprehensive Evaluations: Case Reports for Psychologists, Diagnosticians, and Special Educators* (1st ed.). Wiley.

**University Course Description:**

This course analyzes the various evaluations utilized within the school setting. This course will cover the history and background for each evaluation, its benefits, and a review of its limitations. Students will synthesize the foundation of each measurement to how, why, and when to use tests in the school setting. Evaluation, selection, and interpretation of the evaluation tool for guidance and the use of data within

the academic field are also covered topics. \*As part of the course requirement, students will, individually and among groups: administer, score, and interpret tests as well as role-play as part of the evaluation process and write up reports. Prerequisites: PSY 500, 501, 606.

\*Although you will be learning about various assessment techniques and instruments, you will not be administering, scoring, or writing reports for this class.

**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.**

### Tentative Course Schedule (subject to change)

Week #	<b>Evaluation Processes in the School Setting</b>	Reading(s)	
		Hosp, Hosp, & Howell, (2016)	Sattler, (2022)
<b><u>Week 1</u></b>	Welcome, Introductions, Course Syllabus Review: Introduction to the Assessment of School Age Children <ul style="list-style-type: none"> <li>● Clarifying terminology</li> <li>● The assessment process in schools</li> <li>● Theoretical perspectives of assessment</li> <li>● Cultural factors related to assessment including age, gender, sexual orientation, ethnicity, language, spirituality and disability.</li> <li>● Ethical considerations with assessment techniques</li> </ul>		Ch 1  Optional: Mather & Jaffe, (2010) Introduction
<b><u>Week 2</u></b>	Broad Assessments of Behavioral, Social, and Emotional Functioning as well as Targeted Assessments Measures of Disruptive, Anxiety and Mood Disorders <ul style="list-style-type: none"> <li>● Objective and projective measures</li> <li>● Reliability and Validity of widely published tools</li> </ul>		Ch 9, 13
<b><u>Week 3</u></b>	Assessment Tools of Behavior Continued: Targeted Assessments. <ul style="list-style-type: none"> <li>● Assessment of Attention Deficit Hyperactivity Disorder (ADHD)</li> <li>● Assessment of Autism Spectrum Disorders</li> <li>● Assignment 1 due on Sunday night</li> </ul>		Ch 14, 15
<b><u>Week 4</u></b>	Functional Behavior Assessment (FBA) and a Review of the Most Common Assessments of Adaptive Behavior. <ul style="list-style-type: none"> <li>● Functional Behavior Assessment</li> </ul>		

	<ul style="list-style-type: none"> <li>• Vineland Adaptive Behavior Scales</li> <li>• Adaptive Behavior Assessment System</li> </ul>		
<b><u>Week 5</u></b>	Intellectual and Cognitive Functioning: Intelligence Assessment <ul style="list-style-type: none"> <li>• Wechsler Scales (WPPSI, WISC, and WAIS)</li> <li>• Woodcock-Johnson Tests of Cognitive Abilities-4<sup>th</sup> Edition (WJ-IV COG)</li> <li>• Nonverbal Intellectual Assessments</li> </ul>		Articles You tube
<b><u>Week 6</u></b>	Standardized Instruments to Measure Achievement <ul style="list-style-type: none"> <li>• Woodcock-Johnson Tests of Achievement (WJ-IV ACH)</li> <li>• Kaufman Test of Educational Achievement (KTEA)</li> </ul>		Articles You tube
<b><u>Week 7</u></b>	Evaluation of Academic Functioning: Curriculum Based Assessments (CBM) <ul style="list-style-type: none"> <li>• Introduction to CBM</li> <li>• Importance of data within academic curriculum programs</li> <li>• Reading</li> </ul>	Ch 1, 2, 4	
<b><u>Week 8</u></b>	Trauma and Trauma Informed Care <ul style="list-style-type: none"> <li>• Assessment and Treatment</li> <li>• Developmental Perspectives</li> <li>• Trauma Related Disorders</li> </ul>		Ch 16
<b><u>Week 9</u></b>	Bullying and Cyberbullying <ul style="list-style-type: none"> <li>• Characteristics</li> <li>• Traditional vs. Cyberbullying</li> <li>• Evaluating Incidents</li> <li>• Laws</li> </ul>		Ch 17
<b><u>Week 10</u></b>	Child Maltreatment and Abuse <ul style="list-style-type: none"> <li>• Risk and Protective Factors</li> <li>• Evaluating Incidents</li> </ul>		Ch 18

## 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 2 days 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. When applicable 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 if necessary.

Participation during the online sessions is expected in the form of active verbal responses during the sessions, and written responses in text/chat. Points will be distributed per session throughout the course, total points for participation are detailed within the Assignments section.

## Assignments

Since I was a late hire, this information will be coming shortly. I anticipate the first assignment to be due at the end of unit 3.

## 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 (5 points) will be deducted for each day that the assignment is late.

## ACA 2014 Code of Ethics

### **Section C: Professional Responsibility Introduction**

... counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

### **C.2.g: Impairment**

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

## 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.

### **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](mailto:helpdesk@chaminade.edu) or (808) 735-4855.

## **MSCP Core Program Learning Outcomes (PLOs)**

1. Students will identify core counseling theories, principles, concepts, techniques and facts.
2. Students will demonstrate the ability to facilitate the counseling process with clients.
3. Students will identify the relationship between adaptation and change and the counseling process.

## **Student Learning Outcomes**

Students will demonstrate an understanding of:

1. Develop a thorough understanding of standardized assessment instruments and use in the context of the Hawaii Department of Education, and analyze and apply consultation theories relevant to working with school teams to effectively explain and use assessment results to support student learning and achievement.
2. Evaluate the cultural and social issues related to evaluation and assessment, including cultural diversity, bias, and equity considerations, and identify strategies for addressing these issues in the assessment process.

3. Review and analyze ethical issues related to school based assessments, including confidentiality, and appropriate use of test results, and develop strategies for addressing these issues in the assessment process.
4. Evaluate the assessment tools available in the Hawaii Department of Education and develop appropriate assessments and available data to aid in academic strategy selection, including the use of the Hawaii State's six General Learner Outcomes (GLOs) and DOE evaluation process for determining SPED eligibility and Act 504 determination.
5. Demonstrate professional ethical and culturally responsive behavior that reflects ASCA, the Hawaii Teacher Standards Board Code of Ethics, and relevant federal and state laws and district policies in the assessment and evaluation process.

## American School Counselor Association (ASCA) / Council for the Accreditation of Educator Preparation (CAEP) Specialized Professional Association (SPA) Standards

The ASCA SPA Standards include components that address the knowledge and skills that are essential for candidates seeking licensure as a school counselor. CAEP's principles guided the organization of the Standards, which are based on the ASCA National Model, ASCA School Counselor Competencies, ASCA Mindsets and Behaviors, and ASCA Ethical Standards for School Counselors.

SPA Standards can be found here: <https://www.schoolcounselor.org/getmedia/573d7c2c-1622-4d25-a5ac-ac74d2e614ca/ASCA-Standards-for-School-Counselor-Preparation-Programs.pdf>

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## Student Interaction Expectations

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## 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](mailto: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](mailto: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 glamor, 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.

[Research Method In Social Relations; Kidder]

**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.