

Chaminade University of Honolulu
Master of Science in Counseling Psychology
PSY 606 - Psychological Testing and Measurements
Accelerated Fall 2024

Course Number: PSY 606

Course Title: PSYCHOLOGICAL TESTING AND MEASUREMENTS

Term: Accelerated Fall September - December 2024

Class Location: Online (Canvas)

Instructor Name: Taite Geenen, MS, PPS

Email: taite.geenen@chaminade.edu

Office Hours: By appointment

Text:

Hays, D. G. (2023). *Assessment in counseling: Procedures and Practices* (7th ed.). Alexandria, VA: American Counseling Association. ISBN: 9781556204159

****Please refer to the Canvas classroom for additional learning materials and readings**

University 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 counseling are also covered topics. As part of the course requirement, students will administer, score, and interpret tests.

Course Approach:

This course is delivered in an **asynchronous** format. Asynchronous online learning allows students to view course material and complete all course activities online. Course requirements include readings, projects, class discussions, quizzes, case studies, and interactive elements. There are no required face-to-face sessions within the course and no requirements for on-campus activity. However, there will be a psychometric report project, which will require small group interaction and video conferencing among group members. Due to the formatting of the class, it will be the student's responsibility to be self-motivated and disciplined in order to be successful in this online course. If a student is not planning to access our online classroom for several days, it is imperative that you still complete the assigned activities timely or they will be deemed late. Time management is key!

This course will follow a Monday to Sunday schedule. What that means is that each weekly module will open on Monday and will end on Sunday at 11:59pm.

MSCP Core Program Learning Outcomes (PLOs):

Upon completion of the M.S. in Counseling Psychology, students will be able to:

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. Demonstrate the ability to facilitate the counseling process with clients.
4. Identify the relationship between adaptation and change and the counseling process.

Alignment of Course Learning Outcomes:

By the end of our course, students will be able to:

1. Identify basic techniques, theory, and concepts (i.e., assessment process, measurement error, validity, reliability, fairness and cultural bias, etc.) as it pertains to psychometrics in the counseling setting (PLO #1) - (assessed via Reading RAD, Quizzes, Case Study Responses, and Psychometric Report)

2. Describe ethical guidelines as they pertain to testing and counseling (PLO #1) - (assessed via Reading RAD, Quizzes, and Case Study Responses)
3. Develop an understanding of a multitude of assessment instruments including basic administration, scoring, interpretation, and use (PLO #1 and #3) - (assessed via Psychometric Report, Quizzes, and Case Study Responses)
4. Develop an understanding of multicultural considerations, competency, fairness, and dynamics in assessment (PLO #1 and #4) - (assessed via Reading RAD, Quizzes, and Psychometric Report)

Assignment Descriptions:

Information about all assignments can be found in the Canvas course. To get a sense of what is expected throughout the course, I strongly suggest you look at the **Modules** list, which can be accessed through the left navigation on Canvas. Clicking into an assignment from the Modules list will give you all the details you will need to complete the assignment including specific instructions, rubrics (where appropriate), due dates and points.

1. **Introduction Activity:** Students will introduce themselves to their peers (either through powerpoint, video, etc). Students are then required to comment on at least THREE peers posts. Please refer to Canvas for more details. The introduction activity and responses will be worth a total of 20 points.
2. **Weekly Readings and Assignments:** Each week students will be required to read chapters from our textbook (Hays, 2023) as well as any additional reading material that will be uploaded to Canvas, at the discretion of the instructor. There will be eight Reading RAD (Review, Analyze, Discuss) discussion posts to complete based on the weekly readings. Additionally, you will be required to respond to two of your classmates' posts. Reading RAD's and discussions will be worth 15 points each for a total of 120 points.
 - a. **Reading RAD:** As a part of your reading, you are required to complete a weekly Reading RAD post that should reflect deep thought about the topic/readings, extend the learning for the self or for another, and/or create a question the class can build upon. Please refer to Canvas for instructions on the Reading RAD.
 - b. **Discussions:** An additional weekly reading requirement is to comment on TWO of your peers Reading RAD's. In order for discussions to be fruitful, students need to begin group discussions by posting the original RAD no later than the assigned due dates.
 - c. For the final Reading RAD, you will be required to write a discussion post reflecting on future trends.
3. **Quizzes:** There will be four 15-question quizzes assessing content covered in weekly readings. Quizzes will have a time limit of 20 minutes. Since the quizzes are designed to be learning tools, students will have two chances to take and pass each quiz with the last quiz grade being recorded. Quizzes will be worth 15 points each for a total of 60 points.
4. **Assessment Case Study Responses:** Students will be provided with three assessment case studies and respond to a prompt. Responses are to be a minimum of two pages in length, double spaced. Please refer to Canvas for more details. The Case Study Responses will be worth 25 points each for a total of 75 points.
5. **Psychometric Report:** Students will complete an assessment report in accordance with the recommendations provided in Canvas. Each student will be required to administer, score and interpret various assessment tools. Your goal is to a) administer and score assessment measures, b) determine diagnostic impression (if any), and c) write a psychometric report. This is a training exercise that allows you to start developing the competence required in administering, scoring, interpreting results and writing reports. Each student will be paired with a classmate and complete a virtual mock assessment. This is not a group assignment as each student will take turns acting as counselor (and "client") and administer all required tests to their peer "client". The Psychometric Report will be worth a total of 175 points.

Grading Criteria:

	Grading:	Points	Grade
Introduction Activity - 20 points		405 - 450	A
Reading RAD (8 x 15pts) - 120 points		360 - 404	B
Quizzes (4 x 15pts) - 60 points		Below 360	C*
Assessment Case Study Responses (3 x 25 pts) - 75 points			
Psychometric Report - 175 points			
Total - 450 points			*A 'C' is considered a non-passing grade

Course Policies:**Instructor and Student Communication**

Questions for this course can be emailed to the instructor taite.geenen@chaminade.edu at any time. Virtual and/or phone conferences can be arranged. Communications via email will be generally responded to on the same day but no later than 2 days after receipt.

Faculty-Student Grading/Feedback Expectations

The instructor will make every reasonable effort to return graded assignments within one week of the due date.

Late Work Policy:

Weekly discussion assignments (including Reading RAD's), Assessment Case Studies, Introduction Activity, and Quizzes that are required to be completed in a given week **will NOT** be accepted late. However, it is understood that life can be demanding with work, family and school. As such, **the Psychometric Report (either Part 1 or Part 2) turned in late will incur a 15-point deduction for each day it is late.** What that means is that if you turn in your Psychometric Report two days late, you will incur a 30-point penalty. Psychometric Reports submitted two days after the due date will receive zero points. Please be aware that you will have until 11:59 PM on the Sunday an assignment is due to turn it in and count as timely. My advice is not to wait until the last minute to post assignments or core projects because they will be considered late as of midnight. Exceptions or extensions to these penalties may be made only in the event of rare and extenuating circumstances. Every effort should be made to let your instructor know about your extenuating circumstances before the assignment is due.

Class Conduct:

Students are expected to conduct themselves in a manner appropriate to professional standards in counseling, i.e., treating class members and the instructor with respect and courtesy. Therefore, the ground rules are as follows:

- Acknowledge that people have different experiences based on race, ethnicity, class, sex, age, and sexuality.
- Think psychologically about the content we discuss 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. We do not have to agree with one another, but we must be able to discuss our differences in a respectful manner.

Canvas Requirements and Support:**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 the Chaminade Help Desk at helpdesk@chaminade.edu or (808)735-4855.

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

ACA 2014 Code of Ethics:

Section C: Professional Responsibility**Introduction**

... counselors engage in self-care activities to maintain and promote their own emotions, 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>

CUH Services and Policies:

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

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's website](#) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu 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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

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 a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. 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. Terms that have alternative lengths, such as 10 week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

Specific Credit Situations

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.

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 anticipated to spend 40 hours researching, prepping, assessing, and analyzing data for the psychometric report, 30 hours writing and revising the psychometric report, 12 hours researching and responding to case studies, 12 hours preparing for and writing Reading RAD's and their subsequent discussions, and 8 hours studying and taking quizzes. There will be an additional 33 hours of work required beyond what is listed here (course readings, additional discussion prompts, introductory assignment including peer reflection, etc.). This additional work will average about 3 hours per week.

Student Conduct Policy

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one student may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and

respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website under Student Life.

For further information, please refer to the Student Handbook which is linked annually on the following webpage: <https://chaminade.edu/current-students/>

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 in 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 Values:

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

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

Native Hawaiian Values:

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'ea (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'ea 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'ea 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'ea 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'ea ('Olelo No'ea 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'ea 203) All knowledge is not taught in the same school

Tentative Course Schedule

(subject to change)

Week	Topics/Activities/Assignments:	Due Dates:
1 9/30 - 10/6	<p><i>Foundations of Assessment in Counseling</i> Familiarize yourself with the syllabus, course requirements, assignments, etc. Readings: Hays (2023) Chapter 1 (Use of Assessment in Counseling) Chapter 2 (The Assessment Process)</p> <p>Assignments that are due this week Sunday by 11:59pm</p> <ul style="list-style-type: none"> ● Reading RAD #1 for Chapter 1 and 2 ● Introduction slideshows 	10/6 by 11:59pm
2 10/7 - 10/13	<p><i>Foundations of Assessment in Counseling</i> Readings: Hays (2023) Chapter 3 (Ethical, Legal, and Professional Considerations in Assessment) Chapter 4 (Multicultural and Social Justice Considerations in Assessment) *Additional reading requirement can be found within Module 2 (Canvas)</p> <p>Assignments that are due this week Sunday by 11:59pm</p> <ul style="list-style-type: none"> ● Reading RAD #2 for Chapter 3 and 4 and additional reading on Canvas ● Reading RAD #1 discussion responses for week 1 (Chapter 1 and 2) ● Respond to introduction slideshows 	10/13 by 11:59pm

	<ul style="list-style-type: none"> • Quiz #1 	
3 10/14 - 10/20	<p><i>Key Measurement, Statistical, and Qualitative Concepts</i> Readings: Hays (2023) Chapter 5 (Understanding and Transforming Raw Scores) Chapter 6 (Measurement and Qualitative Assessment Concepts) *Additional reading requirement can be found within Module 3 (Canvas)</p> <p>Assignments that are due this week Sunday by 11:59pm</p> <ul style="list-style-type: none"> • Reading RAD #3 for Chapter 5 and 6 and additional reading on Canvas • Reading RAD #2 discussion responses for week 2 (Ch 3 and 4 and additional text) • Case study response #1 	10/20 by 11:59pm
4 10/21 - 10/27	<p><i>Initial Psychological Assessment</i> Readings: Hays (2023) Chapter 7 (Initial Assessment in Counseling) Chapter 8 (Mental Health and Addictions Assessment) *Additional reading requirement can be found within Module 4 (Canvas)</p> <p>Assignments that are due this week Sunday by 11:59pm</p> <ul style="list-style-type: none"> • Reading RAD #4 for Chapter 7 and 8 and additional reading on Canvas • Reading RAD #3 discussion responses for week 3 (Ch 5 and 6 and additional text) • Quiz #2 	10/27 by 11:59pm
5 10/28 - 11/3	<p><i>Types of Assessment</i> Readings: Hays (2023) Chapter 11 (Assessment of Career Development and Wellness) Chapter 12 (Career Assessment Tools)</p> <p>Assignments that are due this week Sunday by 11:59pm</p> <ul style="list-style-type: none"> • Reading RAD #5 for Chapter 11 and 12 • Reading RAD #4 discussion responses for week 4 (Ch 7 and 8) • Case study response #2 	11/3 by 11:59pm
6 11/4 - 11/10	<p><i>Types of Assessment</i> Readings: Hays (2023) Chapter 13 (Assessment of Personality) Chapter 14 (Assessment of Interpersonal Relationships)</p> <p>Assignments that are due this week Sunday by 11:59pm</p> <ul style="list-style-type: none"> • Reading RAD #6 for Chapter 13 and 14 • Reading RAD #5 discussion responses for week 5 (Ch 11 and 12) • Quiz #3 	11/10 by 11:59pm
7 11/11 - 11/17	<p><i>The Assessment Report</i> Readings: Hays 2023 Chapter 15 (Communication of Assessment Findings)</p> <p>Assignments that are due this week Sunday by 11:59pm</p> <ul style="list-style-type: none"> • NO Reading RAD for Chapter 15 • Reading RAD #6 discussion responses for week 6 (Ch 13 and 14) • Case study response #3 	11/17 by 11:59pm
8 11/18 - 11/24	<p>No readings this week, and therefore, no initial Reading RAD posting or Reading RAD discussion post this week (for Ch 15).</p> <p>Assignments that are due this week Sunday by 11:59pm</p> <ul style="list-style-type: none"> • Part 1 of Psychometric Report due 	11/24 by 11:59pm

<p>9</p> <p>11/25 - 12/1</p>	<p><i>Types of Assessment</i></p> <p>Readings: Hays 2023 Chapter 9 (Assessment of Intelligence) Chapter 10 (Assessment of Aptitude and Achievement)</p> <p>Assignments that are due this week Sunday by 11:59pm</p> <ul style="list-style-type: none"> ● Reading RAD #7 for Chapter 9 and 10 ● Quiz #4 	<p>12/1 by 11:59pm</p>
<p>10</p> <p>12/2 - 12/8</p>	<p><i>Future Trends</i></p> <p>Readings: Hays 2023 Chapter 16 (Future Trends in Counseling Assessment)</p> <p>Assignments that are due this week Sunday by 11:59pm</p> <ul style="list-style-type: none"> ● Reading RAD #8 - write a short discussion post reflecting upon future trends ● NO Reading RAD #7 responses due this week (for Chapter 9 and 10) ● Part 2 of Psychometric Report due 	<p>12/8 by 11:59pm</p>