

**School of Education and Behavioral Sciences**

**Master's In Science in Counseling**

Psy 606: Psychological Test & Measurements

Credits: #3 Section: #90-3 Term: Spring 2025

**Online: Asynchronous**

**Instructor Information**

Dr. Heather Chapman, PsyD, LMHC, BCBA(LBA)

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**Communication**

I will primarily communicate through Canvas announcements and email. I will respond to emails within 24-48 hours. Office hours can be by appointment.

**Course Description & Materials**

**Catalog Course Description**

This course provides an introduction to the principles of psychological testing and measurement, with a focus on applications in school counseling settings. Students will learn to select, administer, score, and interpret various assessments used to inform school counseling practice, including achievement, aptitude, interest, personality, and mental health assessments. The course emphasizes data-informed decision-making, ethical practice, and cultural competence. Students will develop skills in using statistical concepts.

**Time Allocation**

Students should expect to spend approximately 9 hours per week on this course. This time will be distributed across:

- Reading assigned materials
- Participating in online discussions
- Completing statistical exercises
- Working on the four main assignments (broken into parts)

**Required Materials**

- Hays, Danica G. Assessment in Counseling: Procedures and Practices. Wiley Professional Development (P&T), 2017.
- Pagano, Robert R. Understanding Statistics in the Behavioral Sciences. (10th Edition). Cengage Learning US, 2020.

**Recommended Items**

- Access to a computer with reliable internet access

### **Canvas (<https://chaminade.instructure.com>)**

Canvas will be used for course announcements, readings, assignments, discussions, and grade posting. Students are expected to check Canvas regularly.

## **Learning Outcomes**

### **Counseling Program Learning Outcomes (PLOs)**

- Exhibit competency in varied models and methods of assessment and data collection to identify strengths and needs, monitor progress, and engage in data-based decision-making related to academic, behavioral, and mental health functioning. (NASP Domains 1, 2, & 4 / ASCA Competencies)
- Employ knowledge and skills to promote services at the individual, family, group, and system levels intended to enhance school climate, learning, and mental health and develop the necessary skills for students to become effective learners. (NASP Domains 3, 5, 6, & 7 / ASCA Competencies)
- Apply knowledge of diversity factors in development, culture, and individual differences to provide effective services, advocate for social justice, and enhance family and school partnerships. (NASP Domains 7 & 8 / ASCA Competencies)
- Exhibit legal, ethical, and professional standards in the application of skills in communication skills of communication, collaboration, and supervision to improve school and community climates. (NASP Domains 6 & 10 / ASCA Competencies)
- Display skills to evaluate and apply research, translate evidence-based practices to professional work, and demonstrate knowledge of varied school psychology service delivery models. (NASP Domains 1, 5, & 9 / ASCA Competencies)

### **Course Learning Outcomes (CLOs)**

Upon successful completion of this course, students will be able to:

1. Apply principles of reliability and validity to evaluate the quality of psychological assessments used in school counseling. (NASP: 1, 9 / ASCA)
2. Administer, score, and interpret standardized psychological tests commonly used in school settings, including achievement, aptitude, interest, and personality assessments. (NASP: 1, 3 / ASCA)
3. Utilize statistical concepts to evaluate assessment results and inform counseling interventions. (NASP: 1, 3, 9 / ASCA)
4. Demonstrate ethical and culturally competent practices in the selection, administration, and interpretation of psychological assessments. (NASP: 8, 10 / ASCA)
5. Conduct structured interviews, behavioral observations, and record reviews to gather comprehensive assessment data relevant to school counseling. (NASP: 1, 2 / ASCA)

6. Develop and implement plans for monitoring student progress and evaluating the effectiveness of counseling interventions. (NASP: 1, 3 / ASCA)
7. Create comprehensive reports that integrate assessment findings and recommendations for school counseling interventions. (NASP: 1, 2 / ASCA)
8. Demonstrate treatment fidelity and interrater reliability. (NASP 1, 9 / ASCA)

### **Marianist Values**

This course emphasizes the Marianist value of **Educate for Adaptation and Change**. School counselors must adapt their assessment practices to meet the diverse needs of students, respond to evolving educational policies, and incorporate new research and best practices. This course will equip students with the skills to:

- Critically evaluate new assessment tools and techniques.
- Adapt assessment and intervention strategies to meet the unique needs of individual students.
- Advocate for changes in school systems to promote more equitable and effective services.

### **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 ‘Ōlelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

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

### **Alignment of Course Learning Outcomes**

CLO	PLOs	Marianist Values	Native Hawaiian Values
1. Apply reliability and validity principles.	1. Exhibit competency in assessment and data collection.	Adaptation/Change	Na'auao
2. Administer, score, and interpret tests.	1. Exhibit competency in assessment and data collection.	Quality Education	Na'auao

3. Utilize statistical concepts to evaluate assessment results and inform counseling interventions.	1. Exhibit competency in assessment and data collection. 5. Display skills to evaluate and apply research	Adaptation/Change	Na'auao
4. Demonstrate ethical and cultural competence.	3. Apply knowledge of diversity. 4. Exhibit legal, ethical, and professional standards.	Service/Justice	Aloha
5. Conduct interviews, observations, and record reviews.	1. Exhibit competency in assessment and data collection.	Adaptation/Change	'Ohana
6. Develop and implement progress monitoring plans.	1. Exhibit competency in assessment and data collection. 2. Employ knowledge and skills to promote services.	Service/Justice	Aloha
7. Create psychological reports.	1. Exhibit competency in assessment and data collection.	Quality Education	Na'auao
8. Demonstrate Treatment Fidelity and interrater reliability.	1. Exhibit competency in assessment and data collection. 5. Display skills to evaluate and apply research.	Adaptation/Change	Aina

### Course Activities

- **Discussions:** Active participation in weekly online discussions is expected. Students are required to post thoughtful responses that demonstrate critical thinking and engagement with the course material. Late or incomplete discussion posts will not be accepted.
- **Statistical Exercises:** Students will complete exercises using the principles from Gravetter & Wallnau to reinforce their understanding of statistical concepts and procedures.

### Assignments

The core of this course involves the completion of four assignments, broken into the following parts:

- **Assignment 1: Foundations of Assessment (25 Points)**
  - Part 1: Ethical and Cultural Considerations (Discussion). Students will participate in an online discussion, applying ethical guidelines (ACA/ASCA) to case scenarios and analyzing the influence of cultural factors on assessment selection and interpretation.
  - Part 2: Assessment Process and Ecological Assessment Planning (Discussion)
  - Students will develop a detailed outline of an assessment plan for a hypothetical case (created by the student or provided by the instructor), including the selection of appropriate instruments and data collection methods.
- **Final Project: Comprehensive Case Study & Initial Data Analysis (75 points)**

For this Final Project, you will develop a comprehensive psychological assessment case study for your chosen student. This involves completing the following sections:

### 1. Refined Ecological Case Description:

- Using your chosen student's profile as your starting point, create a detailed and formalized ecological case description.
- Expand on their background, presenting concerns, and relevant contextual details.
- **Crucially, frame this entire description through an ecological lens.** Explicitly discuss and integrate how factors across the student's different systems (e.g., individual characteristics, family dynamics, school environment, peer relationships, community influences) interact and contribute to their current situation and presenting concerns.

### 2. Comprehensive Assessment Plan:

- Based on your chosen student's profile and the data available (either provided for Spongebob or ethically created for your hypothetical student), identify and justify the selection of **at least one distinct type of standardized assessment instrument** that would be appropriate for further assessing them.
- Your justification must include a thorough discussion of the instrument's **psychometric properties (reliability, validity, norms)** and its specific suitability for your chosen student.
- Address the key **ethical and cultural considerations** pertinent to using this instrument with your chosen student.

### 3. Collateral Data Collection Methods:

- Describe specific methods you would propose for gathering additional information about your chosen student (e.g., targeted interview questions for parents/teacher, a focused behavioral observation plan in the classroom, key areas for a record review).
- **Attach a sample data collection sheet** that you would use for one of your proposed collateral methods (e.g., a brief interview guide outline for a parent, an observation recording form template). *(This sub-component is worth 5 points of the project grade).*

### 4. Initial Data Analysis and Interpretation:

- You will analyze the provided "Hypothetical Dataset for Spongebob Student" (if using SB) or your ethically created hypothetical dataset (if using your own student).
- Calculate or refer to relevant descriptive statistics from this dataset.
- Write an **initial interpretation** of these scores in the context of your chosen student's case. Discuss what the scores suggest about their strengths, weaknesses, and overall functioning.

## Submission Requirements:

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- Submit a single document, professionally formatted (e.g., 12 pt font, clear headings).
- Ensure all components listed above are addressed and focus specifically on your chosen student's case.
- Your sample data collection sheet should be attached or integrated clearly within the document.

## Final Project Rubric: Comprehensive Case Study & Initial Data Analysis for "Student " (75 points Total)

Criteria	Excellent	Satisfactory	Needs Improvement	Points
<b>1. Ecological Case Description, Assessment Plan, &amp; Sample Data Collection Sheet (30 points)</b>	Student 's case description is clear, detailed, and strongly framed ecologically. Assessment plan is logical, with a well-chosen instrument justified thoroughly (R&V, norms, suitability). Collateral data methods are specific. <b>Sample data collection sheet is high quality, relevant, and complete. (25-30 pts)</b>	Student 's case description is adequate and shows ecological consideration. Assessment plan is mostly logical with appropriate instrument justification. Collateral data methods are present. <b>Sample data collection sheet is adequate and relevant. (18-24 pts)</b>	Case description is unclear, lacks ecological framing, or key info. Assessment plan is weak or justification is minimal. Collateral data methods are vague. <b>Sample data collection sheet is missing or inadequate. (0-17 pts)</b>	/30
<b>2. Application of Ethical &amp; Cultural Considerations (20 points)</b>	Demonstrates a thoughtful, specific, and insightful application of ethical codes (ACA/ASCA) and cultural considerations directly relevant to	Discusses relevant ethical and cultural considerations for Student and the assessment methods, though application may be somewhat general or less	Minimal or no meaningful discussion of ethical or cultural considerations, or discussion is inaccurate/irrelevant to Student . (0-11 pts)	/20

	assessing Student and the chosen methods. (17-20 pts)	detailed. (12-16 pts)	
<b>3. Data Analysis &amp; Initial Interpretation of "Student X" Data (25 points)</b>	The "Student " dataset is accurately analyzed using descriptive statistics/patterns. Results are clearly presented. Initial interpretation is insightful, directly linked to the data, and well-contextualized to the Student case profile. (21-25 pts)	The "Student " dataset is mostly accurately analyzed. Results are presented adequately. Initial interpretation is relevant to the data and Student , though may lack depth or full integration with the case profile. (15-20 pts)	Significant errors in data analysis or presentation for Student . Interpretation is missing, unclear, not supported by the data, or not well-connected to the Student case profile. (0-14 pts) /25
<b>Overall Clarity &amp; Professionalism (Integrated into scoring)</b>	Submission is well-organized, clearly written with professional language, and free of errors. APA style used correctly if any external sources are cited for instrument justification.	Submission is generally organized and readable with few errors. Professional language is used.	Submission is disorganized, difficult to read, or has numerous errors that detract from the content.
			<b>Total /75</b>

### **Assignment Rubrics:**

- - **Ecological Assessment Planning & Considerations Discussion (Week 2): 25 points**
  - **Ongoing Weekly Discussions:**
    - Week 5 Boosted Discussion: 15 points
    - Other 8 Weekly Discussions (5 points each): 40 points
    - *Subtotal for Discussions: 55 points*

- **Quiz 1 (Week 1):** 25 points
  - **Week 6 Assignment: Assessment Exploration - Tool or Article Review:** 25 points
  - **Week 7: FBA IRIS Module:** 25 points (*This is the new addition*)
  - **Final Project (Due Week 10 - Comprehensive Case Study & Initial Data Analysis):** 75 points
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### **New Total Course Points Calculation:**

25 (Ecological Discussion)+55 (Weekly Discussions)+25 (Quiz 1)+25 (Week 6 Assignment)+25 (FBA IRIS Module)+75 (Final Project)=230 points

### **Course Policies**

- **Attendance:** As this is an online asynchronous course, attendance is defined as active participation in online discussions, completion of assigned readings, and timely submission of assignments.
- **Late Work:** Assignments are due on the dates specified in the course schedule. Late assignments will be penalized 10% per day, unless prior arrangements have been made with the instructor.
- **Extra Credit:** There will be no opportunities for extra credit in this course.

### **Changes to the Syllabus**

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

### **Grades of Incomplete**

A grade of "I" (Incomplete) may be assigned only when a student has completed most of the requirements of a course but is unable to complete the remaining work due to extenuating circumstances. The student must have a passing grade in the coursework completed. A written agreement between the student and instructor is required to specify the remaining work and the deadline for its completion.

### **Final Grades**

Final grades are submitted to Self-Service:

- A = 93-100%
- A- = 90-92%
- B+ = 87-89%
- B = 83-86%



- B- = 80-82%
- C+ = 77-79%
- C = 73-76% (Failed – No credit given)
- C- = 70-72%
- D+ = 67-69%
- D = 63-66%
- D- = 60-62%
- F = 0 – 59% (Failed – No credit given)

### Important Information

- **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, in addition to more obvious dishonesty. 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 Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University. For the most up-to-date information, please refer to the Academic Honesty Policy on the Chaminade University Catalog website.
- **Title IX and Nondiscrimination Statement:** Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.
- **Nondiscrimination Policy & Notice of Nondiscrimination:** Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both and contact information may be found at the Chaminade University Title IX Office Contact Information and Confidential Resources website. On-campus Confidential Resources may also be found here at CAMPUS CONFIDENTIAL RESOURCES. The University’s Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix->

[nondiscrimination-policies-procedures](#)Links to an external site.. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Campus Incident Report form. Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: Notice of Nondiscrimination.

- **CUH Alert Emergency Notification:** To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.
- **Assessment for Student Work:** With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.
- **Student with Disabilities Statement:** Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008). Students are responsible for contacting Kōkua 'Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student.

## **Psy 606: Psychological Tests & Measurements - 10-Week Course Calendar**

**Term:** Spring 2025 **Instructor:** Dr. Heather Chapman

This calendar outlines the weekly topics, readings, and assignments for Psy 606. Please note that this is a tentative schedule, and the instructor may make changes as the course progresses. Students are responsible for checking Canvas regularly for updates.

### **Psy 606: Psychological Tests & Measurements - 10-Week Course Calendar (Spring 2025) with Final Project**

#### **Week 1:**

- **Topics:** Course Intro, Syllabus Review; Intro to Assessment (Purpose, Terms, History, Misuses, Ethics Overview).
- **Readings:** Syllabus; Hays Ch. # 1; Pagano pp 1-6.
- **Activities:** Introductions Discussion; Quiz #1 (Hays Ch 1/Pagano pp 1-6).

#### **Week 2:**

- **Topics:** Assessment Process (Components); Assessment Methods (Types, Rating Scales, Obs, Interview, etc.); Ecological Assessment Intro.
- **Readings:** Hays Ch. # [2]; Pagano pp 9-21.
- **Activities:** Discussion: "Assessment Process and Ecological Assessment Planning"

### **Week 3:**

- **Topics:** Ethical & Cultural Considerations in Assessment (Deep Dive); Legal Issues.
- **Readings:** Hays Ch. # 3 & 4 [Ethics/Culture Ch]; ACA/NBCC Codes.
- **Activities:** Discussion: Ethical Scenario Analysis

### **Week 4: Reliability and Validity**

- **Topics:** **Reliability** (Types, SEM); **Validity** (Types, Evidence); **Interrater Reliability** (CLO 8). (Essential foundation before specific tests).
- **Readings:** Hays Ch. # 5 -Reliability & Validity Concepts
- **Activities:** Discussion on R&V concepts

### **Week 5: Intelligence, Achievement & Aptitude Assessment; Data Collection Methods**

- Readings: Hays Ch. 9 & 10 [Intelligence, Achievement, Aptitude]; Review [Data Collection Methods chapter if separate, or relevant sections].
- Activities:
  - Statistical exercises (Standard scores - practice for Midterm).
  - Discussion: "Selecting Appropriate Measures for Different Concerns & Integrating Data Collection Methods" (supports Midterm Project Part A instrument selection and collateral data planning).
  - **Focus:** Students should be actively working on Midterm Project Part A (Case, Plan, Instrument Justification, Collateral Data Plan) and preparing for Part B (instructor provides simulated dataset this week or early next for descriptive analysis).

### **Week 6: Interest & Personality Assessment; Finalizing Midterm Prep**

- **Week 6: Interest & Personality Assessment; Exploring Assessment Tools & Research**
  - **Readings:**
    - Hays, Chapter 12: Interest Assessment
    - Hays, Chapter 13: Personality Assessment
    - (Continue to utilize "Test Your Knowledge" and "Review Questions" in provided chapter information from Week 5).
  - **Activities:**

- **Statistical Exercises:** Score Interpretation Practice (focus on understanding different types of scores reported in interest/personality inventories or research articles).
- **Assignment Due (End of Week 6): Assessment Exploration - Tool or Article Review (25 points).**

#### **Week 7: Mental Health Assessment; Introduction to Final Project**

- Readings: Hays Ch. 7 & 8 Review Pagano Ch. -Descriptive Statistics.
- Activities:
  - Statistical exercises
  - IRIS MODULE: FBA
  - Introduce Final Project: Evidence-Based Assessment - Research Review & Reflective Application. Discuss expectations for article selection and reflection.

#### **Week 8: Summary of topics & Final Project Preparation**

#### **Week 9: Final Exam Study Guide and Final Project Finalization**

#### **Week 10: Course Synthesis and Final Review & Professional Issues in Assessment; Final Project Due**

- Readings: Review previous chapters as needed.
- Activities:
  - Final Q&A Discussion / Course Wrap-up.
  - **Final Project: Due June 16th**
  - **Final Exam Due June 16th**