



College of Education & Human Development

MS Counseling Psychology

PSY 606: Psychological Testing and Measurements

606-90-3 [Accelerated Fall 2026]

Instructor Information

Instructor	Dr. Gina Tana
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Communication

It is best to contact me via email or text message. I will respond in 24hrs.

School & Department

School	School of Education and Behavioral Sciences
Location	Online Asynchronous
Phone	(808) 739-4652
Questions?	Contact your instructor

Course Description & Materials

Catalog 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 Snapshot

Modality	Asynchronous
Meeting Days/Times	Asynchronous
Time Allocation	<i>This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 15 weeks of this course, students will spend 37.5 hours in class, 48 hours researching and writing, 1 hour each week writing reflection papers (15 hours total), and 10.5 hours completing the report. There will be an additional 24 hours of work required beyond what is listed here (course readings, homework assignments, etc.), averaging 1.6 hours each week</i>
Required Materials	<i>Hays, D.G. (2023). Assessment in counseling: Procedures and Practices (7th ed.). Alexandria, VA: American Counseling Association. ISBN: 9781556204159</i>

Canvas	Course materials, announcements, and grades are posted to Canvas (chaminade.instructure.com). Canvas supplements the in-person course by providing easy access to course materials, announcements, assignments, and additional resources.
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Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of master's of science in counseling psychology, the student will be able to:

- Identify the scientific method and empirical process as related to psychometrics and social science research (assessed via quizzes & psychometric case report). **(PLO 2)**
- Describe the APA ethical guidelines as they pertain to testing and Counseling (assessed via quizzes). **(PLO 1)**
- Apply their knowledge of empirical process and ethics in the form of a case study and initial history report (accessed by psychometric case report). **(PLO 1, 2)**

Course Learning Outcomes (CLOs)

Upon completion of PSY 606, the student 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
2. Describe ethical guidelines as they pertain to testing and counseling – (assessed via Reading, Quizzes, and Reflections)
3. Develop an understanding, (assessed via Psychometric Report, Quizzes, and Case Study Responses)
4. Develop an understanding of multicultural considerations, competency, fairness, and dynamics in assessment (assessed via Reading, Quizzes, and Psychometric Report)

Marianist Values

An education in the Marianist Tradition is marked by five principles. Reflect on how this course relates to one or more:

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

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:

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) below:

1. **Educate for Formation in Faith (Mana):** E ola au i ke akua ('Ōlelo No'eau 364) — May I live by God.
2. **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.
3. **Educate in Family Spirit ('Ohana):** 'Ike aku, 'ike mai, kōkua aku kōkua mai ('Ōlelo No'eau 1200) — Recognize others, be recognized, help others, be helped.
4. **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.

5. **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.

Attendance & In-Class Participation

Attendance Policy

Attendance is an important part of doing well in class. If you miss more than one class, you will be given a “C” and you must retake the class. (Graduate policy) however, emergencies do happen, so if you miss a second class, proper documentation is needed as long as it is considered an excused absence. Class starts promptly at 5:30pm, students are expected to arrive on time.

Quick Reference — Absence Thresholds:

Excused Absence	<i>illness with documentation, family emergency, University-sponsored activity] Contact me directly</i>
Unexcused Absence	<i>[Definition — e.g., any absence not pre-approved or documented]</i>
Warning Threshold	<i>[e.g., More than 2 unexcused absences — instructor may notify student]</i>
Grade Penalty	<i>[e.g., More than 4 unexcused absences — final grade lowered by one letter]</i>
Course Failure	<i>[e.g., More than 6 unexcused absences — student may receive a failing grade]</i>
Late Arrival / Early Departure	<i>[e.g., Arriving more than 15 minutes late counts as a tardy; 2 tardies = 1 absence]</i>

In-Class Participation Expectations

Active, respectful engagement is essential. Students are expected to come prepared and contribute meaningfully to discussions, activities, and collaborative work.

Students are expected to:

- Come prepared — complete readings and activities before each session.
- Participate actively in discussions and group work, demonstrating critical thinking.
- Engage respectfully and honor diverse perspectives.
- Use personal devices for course purposes only unless otherwise directed.
- Submit work by established deadlines to support course pacing.

Course Policies

Late Work	<i>Student must contact instructor immediately</i>
Make-Up Work	<i>Student must contact instructor immediately</i>
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be announced in class and posted to Canvas.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Range
A	90% and above
B	80–89%
C	70–79%
D	60–69%
F	59% and below

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, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information. Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an “F” grade for the work in question, an “F” grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material — or whether it meets the course's expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student's refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns 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 [HERE](#). *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/>.

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](#).

Student with Disabilities Statement- Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students's experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/

Resource	Description	Contact / Website
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
Campus Safety / SafeSwords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be announced in class and posted to Canvas.

Course Activities

Weekly Discussions

Each week, a discussion question based on the weekly reading will be posted. To foster meaningful engagement, you are required to post your own response and reply to at least two of your peers. Modules will be released weekly to ensure everyone stays on schedule.

Weekly Readings and Reflections

To help you process the material from the text, you will be given a simple writing prompt each week. I don't want you to regurgitate the reading, I want to hear your thoughts, in a reflection format. I will upload a prompt each week for a total of 10 Individual reflections (5 points each)

Individual Project 1

The Psychometric Deep-Dive

You will select a psychological or educational assessment instrument of personal interest and conduct a comprehensive evaluation to its history, statistical rigor, and clinical utility.

Part 1: The Selection (The “Why”)

- Why did you pick this tool?

Part 2: Technical Evaluation

- History and Purpose: Who developed it and what construct (e.g. anxiety, intelligence) is it intended to measure?
- Reliability: Is it sufficient for clinical use?
- Validity: How do we know this test actually measures what it says it does?
- Norming Group: Describe the population used to standardize the test. Is it diverse enough to be used with marginalized populations?

Part 3: Practical Application

- Administration: How long does it take? Is it self-report or clinical led?
- Scoring: Discuss
- Interpretation: What would the results tell you about a client’s treatment needs and just overall picture?

Part 4: Ethical Critique

- Identify one major strength and one major weakness of this assessment

Length of paper should be between 3-6 pages, APA formatted

Reference: Be sure to include Hay’s as a reference. At least two additional peer reviewed sources

Due Date: October 25, 2026 (75 points)

Individual Project 2

Cultural Reflection:

Share how your cultural background may influence your perspective on assessment. Consider potential biases and how they can practice cultural competence. You may write it in an essay form or PowerPoint. (50 points) **November 12**

Final Project

Clinical Interview Video and Pamphlet (175 pts): This assignment is designed to develop your foundational clinical interviewing skills, behavioral observation techniques, and self-reflection. You will video record yourself conducting a brief, structured psychological screening with a volunteer "client." The goal is not to render a definitive diagnostic conclusion, but rather to demonstrate mastery of the clinical assessment process: establishing rapport, utilizing active listening techniques, tracking behavioral presentation, managing time constraints, and maintaining professional boundaries.

- **Record** a 15–20 minutes maximum .
- **Conduct** a brief Mental Status Examination (MSE) combined with a structured screening tool (e.g., the PHQ-9 for depression or GAD-7 for anxiety).
- **Write** a two page self-reflection paper describing how you felt conducting the interview. Would you make any changes? Likes/Dislikes.

Create a pamphlet from the assessment you completed your clinical interview on:

- **Focus:** Instrument Research and Practical Understanding
- **Objective:** Students will research **one** specific standardized rating scale in depth and translate its psychometric properties into an accessible, practical format.
- **Description:** Instead of a massive comparative matrix of multiple tests, students will use the assessment they gave to their client. Using test publisher websites, sample reports, and online databases (like the Buros Mental Measurements Yearbook), they will research the tool and create an **Informational Pamphlet**
- **The pamphlet must include:**
 - **The Basics:** Purpose of the test, age ranges, and who fills it out (parent, teacher, student).
 - **The Science Made Simple:** An explanation of its standardization sample, reliability, and validity, explaining *why* these numbers matter according to Sattler's text.
 - **Pros & Cons:** A brief critique of the test's strengths and limitations (e.g., "Great for catching ADHD symptoms, but lacks diversity in the norming sample").
- **Due:** Week 10

Readings & Due Dates

Week	Topic	Focus & Hays Chapters	Practical Application
Week 1 10/08	Foundations	Ch. 1 & 2	History, trends, and the overview of the assessment process. Discussion Question 1 <i>Prompt 1 Due by end of the week</i>

Week 2 10/15	Ethics & Diversity	Ch. 3 & 4	Critical: Ethical/Legal issues and Multicultural/Social Justice considerations. Discussion Question 2 <i>Prompt 2 Due by end of the week</i>
Week 3 10/22	Statistical Basics	Ch. 5	Understanding raw scores, norms, and distributions. Discussion Question 3 <i>Prompt 3 Due by end of the week</i> <i>Psychometric Deep Dive Due October 25</i>
Week 4 10/29	Technical Quality	Ch. 6	Reliability, Validity, and cross-cultural technical adequacy. Discussion Question 4 <i>Prompt 4 Due by end of the week</i>
Week 5 11/05	Selection & Initial	Ch. 7	Selection and Initial Assessment (Mental Status Exams, Suicide Risk). Discussion Question 5 <i>Prompt 5 Due by end of the week</i>
Week 6 11/12	Clinical Diagnostic	Ch. 8	Mental Health and Addictions assessment. Discussion Question 6 <i>Prompt 6 Due by end of the week</i> <i>Cultural Reflection Due and presented in class</i>
Week 7 11/19	Cognitive & Ability	Ch. 9 & 10	Intelligence, Aptitude, and Achievement testing. Discussion Question 7 <i>Prompt 7 Due by end of the week</i>
Week 8 Asynchronous	Career & Wellness	Ch. 11 & 12	Career development and Assessment of Wellness/Positive Counseling. Discussion Question 8 <i>Prompt 8 Due by end of the week</i>
Week 9 12/03	Self & Relationships	Ch. 13 & 14	Personality (Objective/Projective) and Interpersonal/Family assessments. Discussion Question 9 <i>Prompt 9 Due by end of the week</i>
Week 10 12/10	Synthesis & Future	Ch. 15 & 16	Communicating findings and future trends in tech. Discussion Question 10 <i>Prompt 10 Due by end of the week</i> <i>Interview and Pamphlet due December 13th</i>