



Online and Offline Resources In Psychological Assessment

Responsible of the course:

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1. PERSONAL GOALS:

My major goal as a teacher is to inspire students to learn and think critically.

2. PURPOSE OF THE COURSE:

Internet provides us a huge amount of information. However, the process of search, select and retrieve information on an efficient way, requires online search skills and background.

Almost anyone knows how to do a search on internet, despite that not all the people knows the basic principles behind a search. Thus, the online search experience could be based on trial and error.

With the constant increase of information, professionals need to use their time online more efficiently, productively and less frustrating. To do that, it's required an intensive training on search syntax and an understanding of the scope and variety of databases.

Psychologists need to know what information is available online, how this information is generated, what type of information is the most relevant, and how this information can be retrieved and used.

Accordingly, this course has been created to give students the skills and knowledge to efficiently search, critically select and organize scientific information.

With a focus on psychological assessment, this course has been also designed to provide students the abilities necessary to efficiently use offline resources like textbooks, handbooks, and other materials about psychological testing.

3. COURSE GOALS AND OBJECTIVES:

The overall goal of this course is that students acquire the knowledge and skills to efficiently find information and resources for psychological assessment.

At the end of the course, students will be able to:

1. Identify the general aspects of an article and a scientific journal.
 - Identifies and uses a Digital Object Identifier (DOI).
 - Identifies and differentiates between ISSN and e-ISSN.
 - Differentiates between online and offline access to a journal, and between browsing a journal's current issue, journal's archives, and journal's online first articles (ahead-of-print).
 - Identifies and uses the article's structure: title, author, abstract, keywords, highlights, introduction, method, results, and discussion.
2. Execute advanced searches through search engines and databases.
 - Identifies and creatively uses free available search engines (Google Scholar, Microsoft Academic Search, OAISTER, Pubget, WorldCat, CUFTS, JournalSeeker, etc.), to find information.
 - Knows and uses major databases for psychological assessment (APA Databases, PubMed, Scopus, Questia, EBSCO Psychology and Behavioral Sciences Collection, Proquest Psychology Journals, Gale Psychology Collection, Proquest Dissertations & Theses Full Text, OVID, CSA, ISI Web of Knowledge, SerialsSolutions, ISI Journal Citation Reports, etc.).
 - Differentiates between keyword and subject.
 - Knows how to use the Thesaurus of Psychological Index Terms.
 - Knows how to use Medical Subject Headings (MeSH) terms.
 - Knows how to use descriptors (e.g. ERIC descriptors).
 - Thinks critically and properly before selecting the information.
 - Identifies the different ways to search and get access to a psychological test.
3. Know and use online and offline psychological tests databases.
 - Uses the Mental Measurements Yearbook by BUROS Institute (Online and/or Offline).
 - Uses the Educational Testing Service (ETS) Test Collection.

- Knows and uses major books, handbooks, encyclopaedias and websites containing psychological tests in his research field.
 - Knows and applies the Standards for Educational and Psychological Testing.
4. Be up-to-date on his research field.
- Uses email alerts.
 - Uses matching criteria search alerts.
 - Uses RSS.
 - Uses other online resources (listserv, forums, blogspots, twitter, linkedin, facebook, etc.)
5. Organize the information using a reference manager.
- Knows and uses the APA Citation Style.
 - Knows and uses a reference manager (Mendeley, EndNote, RefWorks, etc.)

4. COURSE REQUIREMENTS:

- Classes are once every week. Classes are two academic hours long (100 minutes) and they are divided as follows: first hour of lecture (50 minutes), being the teacher the most active, presenting the content; second hour of training (class exercises), being the students the more active, applying the knowledge acquired during the lecture and solving problems with the assistance of the teacher.
- To access the final exam, it's needed to attend at least 80% of the seminars (i.e. 10 if 13 seminars in total).
- I encourage students to participate in classroom: asking questions, answering, or making a comment or observation. For those who feel shy speaking in public, I encourage them to participate. And those who feel confident speaking in public, I encourage them to shape the classroom atmosphere as warm and inviting as possible.
- Read the assigned papers before the seminar session, they are very useful. The assigned papers have been carefully selected to give you a background of information for the topic covered in the session.
- I will monitor the participation during each seminar. Your opinion is important.

5. EVALUATION:

Students are evaluated using the fulfilled or not fulfilled criteria (Type of completion: Z –credit-). To evaluate the student I use the following criteria:

- 40% mandatory assignments.
- 25% participates in class.
- 35% Final exam (Multichoice answer quiz with 20 questions)

6. OFFLINE RESOURCES (TEXTBOOKS):

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (1999). *Standards for educational and psychological testing*. Washington DC: American Educational Research Association.

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington DC: American Psychological Association.

Cohen, R. J., & Swerdlik, M. (Eds.). (2009). *Psychological testing and assessment: An introduction to tests and measurement* (7th ed.). Washington DC: McGraw-Hill.

Evans, J. (2007). *Your psychology project: The essential guide*. Los Angeles, CA: Sage.

Goh, D., & Foo, S. (Eds.). (2008). *Social information retrieval systems: Emerging technologies and applications for searching the web effectively*. New York, NY: Information Science Reference.

Hambleton, R. K., Merenda, P. F., & Spielberger, C. D. (Eds.). (2005). *Adapting educational and psychological tests for cross-cultural assessment*. New Jersey: Lawrence Erlbaum Associates.

Hersh, W. (2009). *Information retrieval: A health and biomedical perspective*. New York, NY: Springer.

Koocher, G. P., Norcross, J. C., & Hill III, S. S. (Eds.). (2005). *Psychologists' desk reference* (2nd ed.). New York, NY: Oxford University Press.

Leach, M. M., Stevens, M. J., Lindsay, G., Ferrero, A., & Korkut, Y. (Eds.). (2012). *The Oxford Handbook of International Psychological Ethics*. New York, NY: Oxford University Press.

Lenburg, J. (2010). *The facts on file guide to research* (2nd ed.). New York, NY: Facts on File.

Norcross, J. C., Hogan, T. P., & Koocher, & G. P. (Eds.). (2008). *Clinician's guide to evidence-based practices: Mental health and the addictions*. New York, NY: Oxford University Press.

7. ONLINE RESOURCES:

Tests and Measures in the Social Sciences (Compiled by Helen Hough, Health Sciences Librarian, University of Texas at Arlington). This database contains information on about 12,000 measures available in 128 compilation volumes. There is a database version in RefShare and is also available on this website:

<http://libraries.uta.edu/helen/test&meas/testmainframe.htm>

Educational Testing Service (ETS) - Test Collection. The ETS Test Collection is a database of more than 25,000 tests and other measurement devices. Contains information about tests from the early 1900s to the present, and is considered the largest compilation of such materials in the world.

http://www.ets.org/test_link/about/

PsycTESTS. Is a research database that provides access to psychological tests, measures, scales, surveys, and other assessments as well as descriptive information about the test and its development and administration.

<http://www.apa.org/pubs/databases/psyc-tests/index.aspx>

Health and Psychosocial Instruments (HaPI). Is a database that provides access to information on approximately 15,000 measurement instruments (i.e. questionnaires, interview schedules, checklists, coding schemes, rating scales, etc.) in the fields of health and psychosocial sciences.

<http://www.ovid.com/webapp/wcs/stores/servlet/ProductDisplay?storeId=13051&catalogId=13151&langId=-1&partNumber=Prod-866>

Directory of Special Libraries and Information Centers. This directory is published by Gale in two volumes (available separately): Volume 1 (in three parts) provides detailed contact and descriptive information on subject-specific resource collections maintained by various government agencies, businesses, publishers, educational and nonprofit organizations, and libraries around the world. In addition, Vol. 1 features seven appendixes and a comprehensive subject index and is available with or without an inter-edition supplement. Volume 2, Geographic and Personnel Indexes, provides access to profiled libraries by geographic region, as well as by the professional staff that are cited in each listing.

<http://www.libraries-update.com/>

PSYINDEXplus with TestFinder. PSYINDEX is the most comprehensive abstract database (not full-text) of psychological literature, audiovisual media, intervention programs, and tests from the German-speaking countries. Publisher: Zentrum für Psychologische Information und Dokumentation (ZPID) at the University of Trier.

http://site.ovid.com/site/products/fieldguide/pskm/About_PSYINDEXplus_with_Test.jsp

Mental Measurements Yearbook Test Review Online. The most widely acclaimed reference series in education and psychology, the Mental Measurements Yearbooks are designed to assist professionals in selecting and using standardized tests. The series, initiated in 1938, provides factual information, critical reviews, and comprehensive bibliographic references on the construction, use, and validity of all tests published in English. Mental Measurements Yearbook, from the Buros Institute, contains the most recent descriptive information and critical reviews of new and revised tests from the Buros Institute's Yearbooks. The database covers more than 4,000 commercially-available tests in categories such as personality, developmental, behavioral

assessment, neuropsychological, achievement, intelligence and aptitude, educational, speech & hearing, and sensory motor.

<http://buros.unl.edu/buros/jsp/search.jsp>

Mental Measurements Yearbook with Tests in Print (TIP). This unique package includes the Mental Measurements Yearbook database PLUS the Tests in Print database, which provides the most current descriptive test data, including test descriptions, publishers, pricing, in-print status, etc. TIP provides vital information to users including test purpose, test publisher, in-print status, price, test acronym, intended test population, administration times, publication date(s), and test author(s). A score index permits users to identify what is being measured by each test. Tests in Print also guides readers to critical, candid test reviews published in the Mental Measurements Yearbook series. Tests in Print is an indispensable reference for professionals (including such areas as education, psychology, business) and anyone interested in the critical issues of tests and testing.

<http://buros.org/tests-print>

World Guide to Special Libraries. Published by Walter de Gruyter, is the most comprehensive directory of special libraries worldwide. The completely revised and updated 8th edition lists over 34,200 libraries under 821 subject headings. As a number of the libraries are listed under more than one subject, the work contains 46,264 entries in total. The term special libraries, is understood to refer to all libraries specializing in specific subjects. Amongst others, these include major central libraries such as the National Library of Medicine at Bethesda, USA, departmental and institute libraries, corporate and administrative libraries, 'classic' special libraries such as the Bibliothèque artistique de la ville de Bruxelles and general libraries with major specialized holdings.

<http://www.degruyter.com/view/product/161786>

Course Calendar (12-week lectures; 1-week exam; 1 holiday: April 1st):

Date	Topics and activities	Readings (due on this date)	Assignments (due on this date)
<i>THEME ONE: GENERAL INTRODUCTION</i>			
1st	Course information and general introduction: online and offline information, indexed information, visible and invisible information, structure of an article, browsing journals, finding a journal		
2nd	Free search engines, syntax, basic search, advanced search, expert search, special search tools	Health and biomedical information, Indexing, Research directions (Hersh, 2009)	Bring and present a research question
3rd	Databases, selecting databases, Gale Directory of Databases, common aspects of databases, multiple databases search	Finding sources of information: Electronic databases (Lenburg, 2010); Locating the best available research (Norcross, Hogan, & Koocher, 2008)	According to your research question, make a list of databases that you will use to find information.
4th	APA Databases: PsycInfo, PsycTests, PsycArticles, PsyCritiques, PsycBooks, PsycExtra, PsycTherapy	Tutorials on APA Databases http://www.apa.org/pubs/databases/training/tutorials.aspx	Make a list of keywords for your research.
5th	Other databases in psychology: EBSCO Psychology and Behavioral Sciences Collection, PROQUEST Psychology Journals, GALE Psychology Collection	Finding sources by subject: Psychology (Lenburg, 2010)	Select the most important journals in your topic.
6th	Other resources: Proquest Dissertations & Theses, CUFTS, JournalSeeker, PubMed SerialsSolutions, ISI Web of Knowledge	Publication and citation analysis as a tool for information retrieval (Goh & Foo, 2008)	Find a dissertation/theses which is the most similar to your research.

Course Calendar (12-week lectures; 1-week exam; 1 holiday: April 1st) (CONTINUED)

Date	Topics and activities	Readings (due on this date)	Assignments (due on this date)
<i>THEME TWO: USING ONLINE AND OFFLINE RESOURCES IN PSYCHOLOGICAL ASSESSMENT</i>			
7th	Specific databases on psychological tests, free resources: Tests and Measures in the Social Sciences (University of Texas at Arlington), Educational Testing Service (ETS) - Test Collection, Mental Measurements Yearbook Test Review Online (free search)	Publishers of psychological and psychoeducational tests (Koocher, Norcross, & Hill III, 2005), Where to go for authoritative information: Reference sources (Cohen & Swerdlik, 2009)	Find all possible instruments which measures the constructs you are using in your research, and according to the aimed population.
8th	Specific databases on psychological tests, not free resources: Educational Testing Service (ETS) - Test Collection, PsycTESTS, Health and Psychosocial Instruments (HaPI), Mental Measurements Yearbook Test Review Online, Mental Measurements Yearbook with Tests in Print (TIP), PSYINDEXplus with TestFinder (German database)	Psychological testing: Publishers of psychological and psychoeducational tests (Koocher et al., 2005); Sourcing materials and measures for psychological research (Evans, 2007)	Find critical reviews of the instruments you are using in your research.
9th	Offline access to psychological tests: Mental Measurements Yearbook, Directory of Special Libraries and Information Centers, compilation volumes, books, handbooks, and other ways to get access to psychological tests.	Finding sources of information: Finding archives and archival collections, Finding associations, societies, and organizations, Finding CD-ROM collections, Finding general references, Finding search engines (Lenburg, 2010)	Find special volumes, handbooks, collections in the topics covered by your research.
10th	Using search engines and databases to get a test: summary and practice session; being up-to-date using email alerts, RSS, listservs, etc. Organizing the information: Mendeley, RefWorks, EndNote; using APA Citation Style	Finding sources of information: Finding e-mail discussion groups and newsgroups (Lenburg, 2010); APA Citation Style (American Psychological Association, 2010)	Find and subscribe to a listserv, forum, or group in your area. Select and use 5 RSS related to your research. Use a Reference Manager.

11th	Considerations before using and selecting a test: Standards for Educational and Psychological Testing	International Journal of Testing Special Issue: International Approaches to Test Reviewing; Principles, standards, and guidelines that impact test development and use and sources of information (Leach, Stevens, Lindsay, Ferrero, & Korkut, 2012) (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 1999)	Summarize how much are you following the Standards for Educational and Psychological Testing.
12 th	Adaptation of a test and Cross-Cultural considerations: back translation, scoring, measurement equivalence	Issues, designs, and technical guidelines for adapting tests into multiple languages and cultures (Hambleton, Merenda, & Spielberger, 2005)	Propose a research aimed to adapt a test (title, objectives, method).
13th	EXAM		