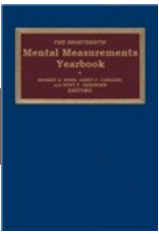


OFFLINE RESOURCES

**MENTAL
MEASUREMENTS
YEARBOOK**

Mental Measurements Yearbook



3

- The series (now 18th, 2010), initiated in **1938**, provides factual information, critical reviews, and comprehensive bibliographic references on the construction, use, and validity of **all tests published in English**.
- Reviews are written by **highly qualified professionals** with expertise in a range of disciplines.
- An updated **directory of test publishers** is also included.

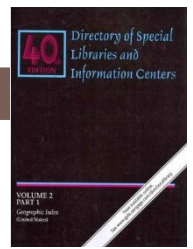
Tests in Print VIII (2011)

4

- **Complement** the Mental Measurements Yearbooks.
- Information on available tests and specific test **bibliographies**.
- Contains **descriptive information** on approximately 3,000 testing instruments, including specific data on its purpose, target population, scoring, and pricing.

**Directory of
Special Libraries
and Information
Centers**

Directory of Special Libraries and Information Centers

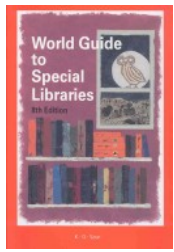


6

- This 40th edition has 2 Volumes:
 - **Volume 1 (6 parts):** provides detailed contact and descriptive information on subject-specific resource collections maintained by various government agencies, businesses, publishers, educational and nonprofit organizations, and associations around the world.
 - **Volume 2 Geographic and Personnel Indexes (3 parts):** provides access to profiled libraries by geographic region, as well as by the professional staff that are cited in each listing.
<https://is.muni.cz/auth/el/1423/podzim2013/PSY494P122/43723478/>

**WORLD GUIDE
TO
SPECIAL
LIBRARIES**

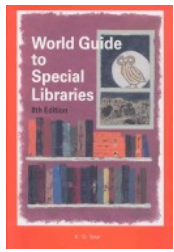
World Guide to Special Libraries



8

- This 8th edition lists over **34,200 libraries** under 821 subject headings.
- Includes **special libraries** from the National Library of Medicine (Bethesda, USA), to ‘classic’ special libraries such as the Bibliothèque artistique de la ville de Bruxelles.
- It provides **complete details** of the libraries and their holdings, and alphabetical indexes of subjects and institutions.

World Guide to Special Libraries



9

□ Record example: Czech Republic's national library

Czech Republic

Národní knihovna České republiky (National Library of the Czech Republic), Klementinum
190, 110 01 *Praha 1*

T: +420 221663262; Fax: +420 221663561;

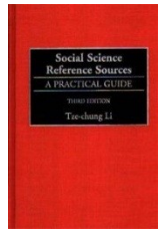
E-mail: public.ur@nkp.cz; URL: www.nkp.cz
1366; Vlastimil Jezek

Mozart Memorial (a coll of period transcripts),
Mss coll, Early Prints coll, Music coll; Slavonic
libr, dept of mss and rare prints, dept of music
5 964 704 vols; 4 416 curr per; 12 381 e-journals;
14 882 mss; 3 600 incunabula; 110 000 music
scores; 19 125 microforms; 30 379 av-mat; 2 771
digital data carriers

libr loan; IFLA, IAML, LIBER, UNESCO, CENL,
ABDOS, ELAG, CERL

**Social Science
Reference
Sources:
A Practical Guide**

Social Science Reference Sources:



11

A Practical Guide (2000)

- Provides entries for roughly **1,600 reference sources** in the social sciences, including anthropology, business, economics, education, geography, history, law, political science, psychology, and sociology.
- Most titles published before 1980, which are listed in the second edition, have been excluded, while the present volume **gives special attention to electronic resources**, including more than 200 web sites.

**Directory of
Unpublished
Experimental
Mental Measures**

Directory of Unpublished Experimental Mental Measures



13

- Identifies and describes **noncommercial psychological measures** from the fields of psychology, sociology, and education that have been devised by researchers and published in 36 top journals.
- The instruments **are not evaluated**, but provides useful information about tests.
- Served as inspiration for the **PsycTESTS** database.

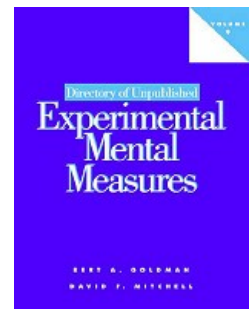
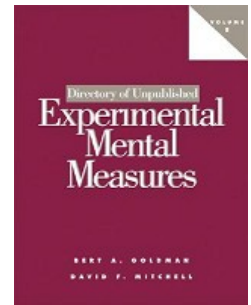
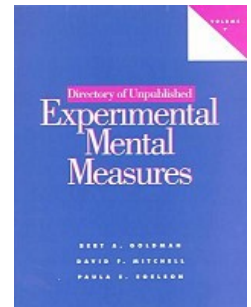
Directory of Unpublished Experimental Mental Measures

14

- **Volume 7:** Published in 1997
 - Covers noncommercial psychological measures between 1970 and 1985.

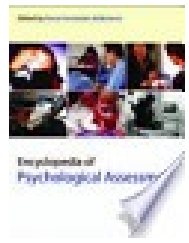
- **Volume 8:** Published in 2002
 - Covers noncommercial psychological measures between 1996 and 2000.

- **Volume 9:** Published in 2007
 - Covers noncommercial psychological measures between 2001 and 2005.



SELECTED BOOKS

Encyclopedia of Psychological Assessment



16

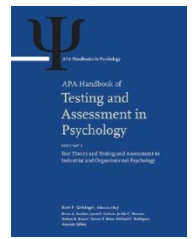
Encyclopedia of Psychological Assessment

Edited by Rocío Fernández-Ballesteros

The *Encyclopedia of Psychological Assessment* (EPA) will cover the following objectives:

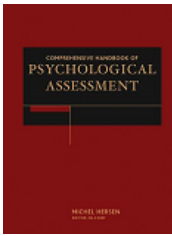
- 1 To present the reader with a comprehensive network for psychological assessment as a conceptual and methodological discipline, and as a professional activity.
- 2 To make the reader aware of the complexity of assessment, which involves not only testing, but also a process of decision-making for answering relevant questions (diagnostic, prediction, personnel selection, treatment, etc.) that arise in the different applied fields.
- 3 To present relevant issues from basic theory (theoretical perspectives, ethics, etc.), methodology (validity, reliability, item response theory, etc.) to technology (tests, instruments and equipment for measuring behavioural operations, etc.).
- 4 To congregate the diverse applied field form in a comprehensive text: from the most traditional such as clinical, educational, and work and organizational psychology to the most recent applications linked to health, gerontology, neuropsychology and psychophysiology, and environmental assessment.

APA Handbook of Testing and Assessment in Psychology



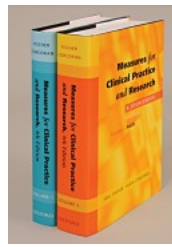
- This 3-volume handbook is a comprehensive presentation of the **theory and application of tests** in psychology and education.
- Probably **the most comprehensive reviews** on the use of testing and assessment.

Comprehensive Handbook of Psychological Assessment



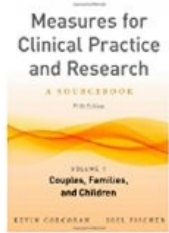
- **4-volume set** presenting essential information on the 4 major classes of psychological assessment instruments:
 - ▣ Comprehensive Handbook of Psychological Assessment
 - ▣ Intelligence/neuropsychological
 - ▣ Personality
 - ▣ Behavioral
 - ▣ Industrial/organizational

Measures for Clinical Practice and Research: A Sourcebook (4th ed)



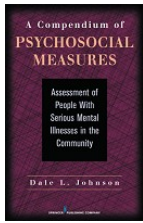
- The 4th edition (2007) of this 2-volume classic sourcebook has dozens of **new scales** as well as **updated information** for existing instruments.
- **Each instrument** is reproduced in its entirety and critiqued by the editors.

Measures for Clinical Practice and Research: A Sourcebook (5th ed)



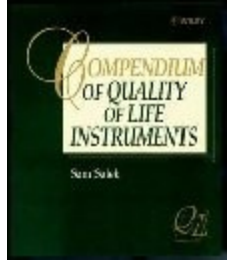
- This seminal 2 volume 5th edition (2013) **contains hundreds** of the most useful measurement tools for use in clinical practice and in research.
- **All measures** are critiqued by the editors, who provide guidance on how to select and score them and the actual measures are **wholly reproduced**.

A Compendium of Psychosocial Measures



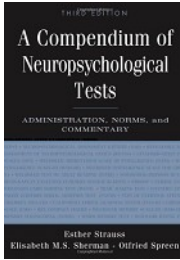
- Presents the purpose of each measurement tool, the description, psychometric properties, reliability, validity, and usage guidelines in template format
- Includes measurement tools for functional assessment, community living, social problem solving and coping, agency performance evaluation, and more

Compendium of Quality of Life Instruments



- **5-volume set** covering approximately **200 instruments**, all validated by key references, used by researchers to measure the **quality of life**.
- **Reliability, validity and strengths and weaknesses** of the instruments are presented, enabling researchers to decide their use.

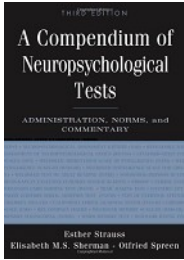
A Compendium Of Neuropsychological Tests



23

- **1216 pages** covering every aspect of neuropsychological assessment.
- **Critical review** of tests.
- A complete chapter about **norms** selection, and access to normative data.

A Compendium Of Neuropsychological Tests



Children's Neuropsychological Test Profile

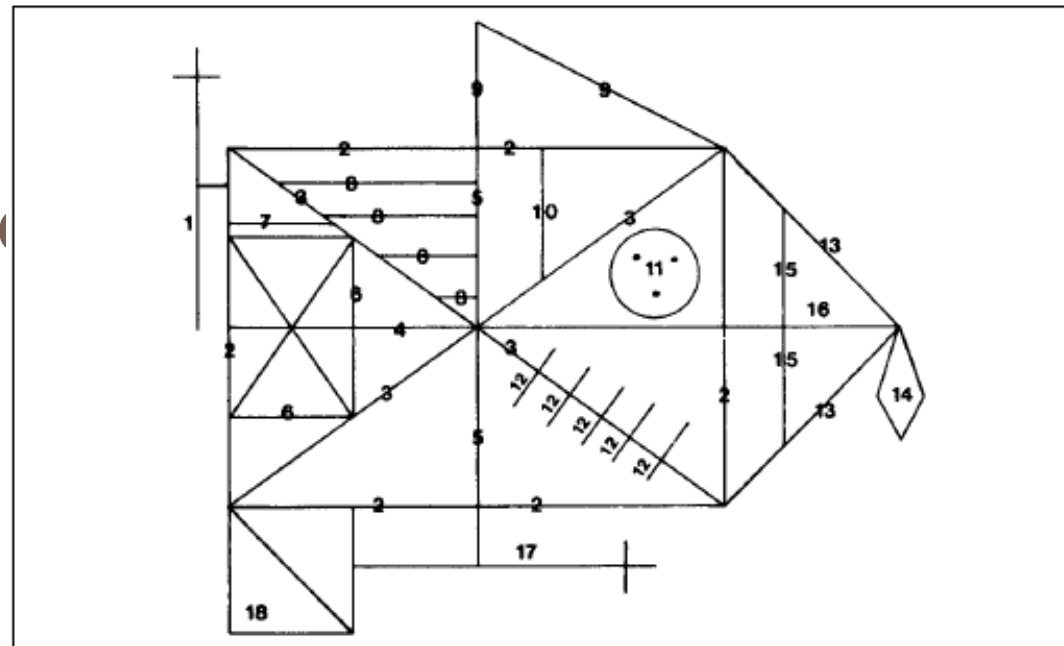
CHILDREN'S NEUROPSYCHOLOGICAL TEST PROFILE

Name: _____ Patient No: _____ D.O.B.: _____ Sex: _____
 Handedness: _____
 Test Date 1: _____ Test Date 2: _____ Test Date 3: _____
 Age: _____ Grade: _____ Age: _____ Grade: _____ Age: _____ Grade: _____

WISC-IV	Raw	Scaled/Age Eq.			%ile
SI		/	/	/	
VC		/	/	/	
CO		/	/	/	
IN		/	/	/	
WR		/	/	/	
BD		/	/	/	
PCn		/	/	/	
MR		/	/	/	
PCm		/	/	/	
DS		/	/	/	
LN		/	/	/	
AR		/	/	/	
CD		/	/	/	
SS		/	/	/	
CA		/	/	/	
FSIQ		/	/	/	
VCI		/	/	/	
PRI		/	/	/	
WMI		/	/	/	
PSI		/	/	/	
	Raw	P			%ile
VC-PR					
VC-FD					
VC-PS					
PR-FD					
PR-PS					
FD-PS					

A Compendium Of Neuropsychological Tests

- Complete tests are available.



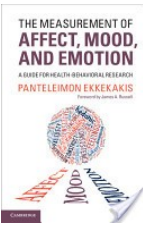
REY-OSTERRIETH COMPLEX FIGURE TEST
FORM A (Rey Figure)

A Compendium of Tests, Scales and Questionnaires



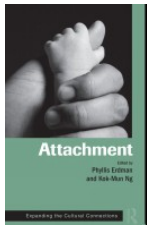
- Contains an extensive selection of instruments developed to measure signs and symptoms commonly encountered in **neurological conditions**.
- Provides a **repository** of established instruments, as well as newly-developed scales, and covers all aspects of the functional consequences of acquired **brain impairment**.

The measurement of affect, mood, and emotion: A guide for health-behavioral research



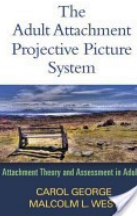
- Proposes a sound system for **selecting measures** for these constructs (affect, mood and emotion) in an accessible guidebook.

Attachment: Expanding the Cultural Connections



- Explores the **latest trends** in the theory and application of attachment within cross-cultural settings.
- Provides an **insightful analysis**, remarkable **case studies**, and groundbreaking **research** make it essential reading for any clinician or scholar interested in perceptions of love and attachment.

The adult attachment projective picture system: Attachment theory and assessment in adults



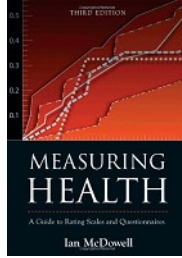
- Presents cutting-edge research on adult attachment together with a complete overview of the **Adult Attachment Projective Picture System (AAP)**, the authors' validated developmental assessment.

Assessing common mental health and addiction issues with free-access instruments



- Identifies the most efficient free access instruments and provides **summary information** about administration, scoring, interpretation, psychometric integrity, and strengths and weaknesses.

Measuring health: A guide to rating scales and questionnaires



31

- This **3rd edition** provides **in-depth reviews** of over 100 of the leading health measurement tools and serves as a guide for choosing among them.
- Each chapter presents a **tabular comparison** of the quality of the instruments reviewed, followed by reliability and validity and, where possible, shows a **copy of the actual scale**.

Health measurement scales: A practical guide to their development and use



32

- This **4rd edition** is a practical guide for clinicians who are developing tools to measure subjective states, attitudes, or non-tangible outcomes.
 - Attitudes
 - Feelings
 - Quality of life
 - Educational achievement and aptitude
 - Learning style

Measurement in health behavior: Methods for research and evaluation



33

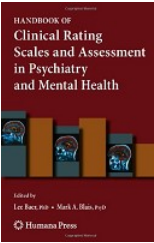
- Offers information needed to improve the knowledge of **instrument development** and testing and the understanding of **reliability and validity** testing discussed in articles and reports.

Measuring health and wellbeing



- It is concerned with assessing and describing the needs, health and wellbeing of **specific populations, communities and groups**.
- **Case studies**, activities and research summaries are used throughout the book to help the reader understand how to apply theory to practice.

Handbook of clinical rating scales and assessment in psychiatry and mental health



35

- It's a handbook **including tests**.

- Covered chapters:
 - Depression
 - Anxiety Disorders
 - Bipolar Disorder
 - Eating Disorders
 - Addictions (alcohol, nicotine)
 - Personality Disorders
 - Outcomes in Mental Health
 - Adult ADHD
 - Schizophrenia
 - Cognitive and Neuropsychological Status
 - Psychotherapy Practice

Handbook of clinical rating scales and assessment in psychiatry and mental health

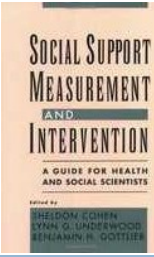
□ The Terrorism Catastrophizing Scale (TCS)

The Terrorism Catastrophizing Scale (TCS)

Currently, how much do you agree or disagree with the following statements? <i>Please Mark One Box on Each Line</i>					
	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. I have difficulty keeping the threat of terrorism out of my mind.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2. There is little I can do to protect myself from terrorism.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3. I frequently think about the threat of future terrorism.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4. There is nothing I can do to defend myself from future terrorist attacks.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5. The threat of terrorism does not enter my mind that often.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6. I worry that terrorism will only get worse as time passes.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7. I think that I am completely helpless in protecting myself from future terrorism.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
8. I worry that the threat of terrorism will never end.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
9. I often dwell on the threat of future terrorism.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
10. I believe the future is dark with respect to the threat of terrorism.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
11. I have a lot of power in keeping myself safe from terrorism.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
12. I frequently find myself preoccupied with thinking about terrorism.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
13. I lack control in defending myself and my loved ones against terrorism.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

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Social Support Measurement and Intervention



37

- Provides a **solid theoretical background** for the measurement of social support.
- Includes different theoretical **perspectives**.
- Includes **related constructs**.

Social Support Measurement and Intervention

Table 4.2. Measures of Perceived Support

Study	Acronym	Number of Items	Function(s) Measured ^a	Reliability	Notes
Brief Unidimensional Measure					
Seeman & Berkman, 1988	—	1 each	Confidant, emotional, instrumental (count of sources)	n.a.	Confidant item is dichotomous; other scales count number of sources
Williams et al., 1992	—	2	Married/confidant	n.a.	Used as composite score
Hobfoll & Leiberman, 1987	—	10	Emotional (spouse, friends)	.65 full scale); .90 (spouse scale)	Friends' support included as variant version
Brief Compound Measures					
Blazer, 1982	OARS	6	Emotional/instrumental	.82	Developed for elderly population
Hanson & Östergren, 1987	—	4 5	Emotional Instrumental/informational	.93 n.a.	Used with mixed-age samples
LaRocco, House, & French, 1980	WSS	12	Emotional/instrumental	.73–.83	Worksite support measure; has parallel scales for supervisor, coworkers, home support

Therapy outcome measures for rehabilitation professionals

39

- Concise 152 pages book covering the use of the **TOM Core Scale** in 26 different diseases.
 - Impairment
 - Activity
 - Participation
 - Well-being/Distress

Therapy outcome measures for rehabilitation professionals

40

APPENDIX VII THERAPY OUTCOME MEASURES ADAPTED SCALES

- 1 CHILD SPEECH/LANGUAGE IMPAIRMENT
- 2 PHONOLOGICAL DISORDER
- 3 DYSARTHRIA
- 4 DYSFLUENCY
- 5 DYSPHAGIA
- 6 DYSPHASIA/APHASIA
- 7 DYSPHONIA
- 8 HEARING THERAPY/AURAL REHABILITATION
- 9 LARYNGECTOMY
- 10 LEARNING DISABILITY (COMMUNICATION)
- 11 DYSPRAXIA (CHILDREN WITH DEVELOPMENTAL CO-ORDINATION DIFFICULTIES)
- 12 CEREBRAL PALSY
- 13 COGNITION
- 14 HEAD INJURY
- 15 STROKE
- 16 NEUROLOGICAL DISORDERS
- 17 COMPLEX AND MULTIPLE DIFFICULTY
- 18 CARDIAC REHABILITATION
- 19 MULTI-FACTORIAL CONDITIONS
- 20 MUSCULO-SKELETAL
- 21 RESPIRATORY CARE (COPD)

Therapy outcome measures for rehabilitation professionals

41

APPENDIX VI TOM CORE SCALE

Identify descriptor that is “best fit”. The patient/client does not have to have each feature mentioned. Use 0.5 to indicate if the patient/client is slightly better or worse than a descriptor and as appropriate to age.

IMPAIRMENT

- 0 The most severe presentation of this impairment
- 1 Severe presentation of this impairment
- 2 Severe/moderate presentation
- 3 Moderate presentation
- 4 Just below normal/mild impairment
- 5 No impairment

ACTIVITY

- 0 Totally dependent/unable to function
- 1 Assists/co-operates but burden of task/achievement falls on professional or caregiver.
- 2 Can undertake some part of task but needs a high level of support to complete
- 3 Can undertake task/function in familiar situation but requires some verbal/physical assistance
- 4 Requires some minor assistance occasionally or extra time to complete task
- 5 Independent/able to function

PARTICIPATION

- 0 No autonomy, isolated, no social/family life
- 1 Very limited choices, contact mainly with professionals, no social or family role, little control over life
- 2 Some integration, value and autonomy in one setting
- 3 Integrated, valued and autonomous in limited number of settings
- 4 Occasionally some restriction in autonomy, integration or role
- 5 Integrated, valued, occupies appropriate role

Therapy outcome measures for rehabilitation professionals

26. SCHIZOPHRENIA

Identify descriptor that is “best fit”. The patient/client does not have to have each feature mentioned. Use 0.5 to indicate if patient/client is slightly better or worse than a descriptor and as appropriate to age.

IMPAIRMENT

- 0 No insight, no volition, persistent/severe and wide range of thought disorder, fixed delusions, persistent visual, auditory, tactile hallucinations, persistent/severe disturbance of affect. Severe emotional blunting. Absence of empathy.
- 1 Thought disorder with variability, auditory hallucinations frequent, variable disturbance of affect, little volition. Severe-moderate emotional blunting. Very occasional empathy present.
- 2 Moderate thought disorder in duration, severity, frequency, some auditory hallucinations present, moderate disturbance of affect, moderate level of volition. Moderate emotional blunting. Empathy present to a limited extent.
- 3 Occasional evidence of thought disorder in duration, severity, frequency, very occasional evidence of auditory hallucination, usually stable mood, volition intact. Occasional/mild emotional blunting. Appropriate empathy on occasions.
- 4 Very occasional evidence of some thought disorder in duration, severity, frequency, good level insight, usually stable mood, volition intact. No emotional blunting, appropriate empathy.
- 5 Well developed insight, high level of volition, no evidence of thought disorder, delusion, hallucinations, consistently stable mood.

ACTIVITY

- 0 Physically dependent for all functional tasks, bed/chair bound, no self care skills, inability to communicate, no attention.
- 1 Dependent for most tasks but will cooperate/assist with maximal prompting, needs cues and reminders for activities of daily living, occasional small amount of verbal communication with individual members of staff. No insight.
- 2 Able to initiate some aspects of activities of daily living, for example, dressing. Understandable communication increased with some meaningful content, able to concentrate for a short time, easily distracted. Needs frequent supervision and prompting. Occasional insight.
- 3 Some consistency in communication, for example, interacting with staff/carers and other clients, able to initiate a broader range of activities of daily living, responding to demands of rehabilitation.
- 4 Minimal assistance needed in less familiar environments, communicating effectively with a wide range of groups and individuals, concentrating on a majority of necessary activities. Uses self-help prompts well. Good insight.
- 5 Independent, no assistance needed for ADL, communicating effectively with a wide range of groups and individuals, concentrates on all necessary activities.

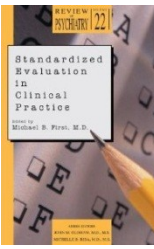
Principles of assessment and outcome measurement for occupational therapists and physiotherapists

- **Wide coverage** of the different aspects of measurement:
 - Importance of accurate assessment
 - Methods and sources of assessment
 - Purposes of assessment
 - Levels of measurement
 - Standardization and test development
 - Validity, reliability
 - Test administration, reporting

Principles of assessment and outcome measurement for occupational therapists and physiotherapists

- **This book provides worksheets to:**
 - **Evaluate your evidence-based practice**
 - **Reflect on data-collection methods**
 - **Reflect on the purposes of assessment**
 - **Reflect on levels of measurement**
 - **Reflect on the adequacy of standardisation (checklist)**
 - **Prepare for an assessment (checklist)**
 - **others**

Standardized evaluation in clinical practice

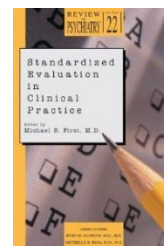


45

- Focused in the integration and standardization of **assessment methods** for the **diagnosis** in clinical settings.

- Specially interesting: an entire chapter to evaluate **Suicide History** (includes appendix)

Standardized evaluation in clinical practice



Appendix 4-1. Conte Center for the Neuroscience of Mental Disorders/New York State Psychiatric Institute/at Columbia University/Suicide History

SUICIDE HISTORY SUMMARY SCORE SHEET

(To be used with suicide history form)

1. Total number of lifetime actual suicide attempts _____
2. Total number of ambiguous attempts _____
3. Total number of interrupted attempts _____
4. Total number of aborted attempts _____
5. Highest lethality rating _____
6. Most recent attempt lethality rating _____
7. Dates: _____
 First suicide attempt: _____
 Most recent attempt: _____
 Most lethal attempt: _____
8. Lethality of most recent ambiguous attempt _____ : _____
 (–8=not applicable)
9. Lethality of most lethal ambiguous attempt _____ : _____
 (–8=not applicable)

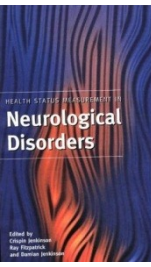
Measuring stress in humans



47

- Covers the emotional, behavioral, and physiological measurement of **stress**.
- **Review** and basic information of measures.
- Although doesn't provides the tests, provides **web links** to them (when available).

Health status measurement in neurological disorders



48

- Covers the **health status** assessment in:
 - Headache
 - Parkinson's disease
 - Multiple sclerosis
 - Stroke
 - Epilepsy
 - Alzheimer's disease
 - Amyotrophic Lateral Sclerosis

- Includes an entire chapter on the translation and cross-cultural **adaptation** of quality of life measures.

Quality of Life: The Assessment, Analysis and Interpretation of Patient-reported Outcomes



49

- Provides **guidelines** on assessing, analyzing and interpreting quality of life data

Appendix – Examples of Instruments

Generic instruments

- E1 Sickness Impact Profile (SIP)
- E2 Nottingham Health Profile (NHP)
- E3 Health survey standard version (SF-36v2)
- E4 EuroQol (EQ-5D)
- E5 A Patient Generated Index of quality of life (PGI)

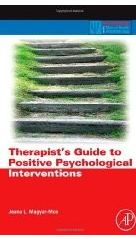
Disease-specific instruments

- E6 European Organisation for Research and Treatment of Cancer QLQ-C30 (EORTC QLQ-C30)
- E7 EORTC head and neck module (EORTC QLQ-H&N35)
- E8 Functional Assessment of Cancer – General version (FACT-G)
- E9 Rotterdam Symptom Checklist (RSCL)
- E10 Quality of Life in Epilepsy (QOLIE-89)
- E11 Paediatric Asthma Quality of Life Questionnaire (PAQLQ)

Domain-specific instruments

- E12 Hospital Anxiety and Depression Scale (HADS)
- E13 Short-form McGill Pain Questionnaire (SF-MPQ)
- E14 Multidimensional Fatigue Inventory (MFI-20)

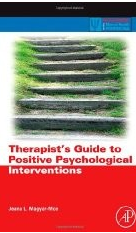
Therapist's guide to positive psychological interventions



50

- Evaluates the **psychometric properties** of some important instruments.
- Emphasize in the role of **culture**.
- Includes **complete tests**.

Therapist's guide to positive psychological interventions



Worksheet 2.4 Outcome questionnaire 45.2 (Lambert et al.,1996)

Outcome Questionnaire (OQ[®]-45.2)

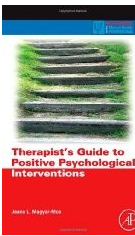
Instructions: Looking back over the last week, including today, help us understand how you have been feeling. Read each item carefully and mark the box under the category which best describes your current situation. For this questionnaire, work is defined as employment, school, housework, volunteer work, and so forth. Please do not make any marks in the shaded areas.

Name: _____ Age: _____ yrs.
 Sex M F
 ID# _____

Session # _____ Date: ____ / ____ / ____

	Never	Rarely	Sometimes	Frequently	Almost Always	SD	IR	SR
	Almost					DO NOT MARK BELOW		
1. I get along well with others.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0		<input type="checkbox"/>	
2. I tire quickly.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>		
3. I feel no interest in things.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>		
4. I feel stressed at work/school.....	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4			<input type="checkbox"/>
5. I blame myself for things.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>		
6. I feel irritated.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>		
7. I feel unhappy in my marriage/significant relationship.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4		<input type="checkbox"/>	
8. I have thoughts of ending my life.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>		
9. I feel weak.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>		
10. I feel fearful.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>		
11. After heavy drinking, I need a drink the next morning to get going. (If you do not drink, mark "never")	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>		
12. I find my work/school satisfying.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0			<input type="checkbox"/>
13. I am a happy person.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/>		
14. I work/study too much.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4			<input type="checkbox"/>
15. I feel worthless.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>		
16. I am concerned about family troubles.....	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4		<input type="checkbox"/>	
17. I have an unfulfilling sex life.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4		<input type="checkbox"/>	

Therapist's guide to positive psychological interventions



Worksheet 2.5 Mental Health Continuum – Long Form ©2008 Corey L. M. Keyes, Ph.D.

EWB1. During the past 30 days, how much of the time did you feel...

	ALL THE TIME	MOST OF THE TIME	SOME OF THE TIME	A LITTLE OF THE TIME	NONE OF THE TIME
a. ...cheerful?	1	2	3	4	5
b. ...in good spirits?	1	2	3	4	5
c. ...extremely happy?	1	2	3	4	5
d. ...calm and peaceful?	1	2	3	4	5
e. ...satisfied?	1	2	3	4	5
f. ...full of life?	1	2	3	4	5

EWB2. Using a scale from 0 to 10 where 0 means “the worst possible life overall” and 10 means “the best possible life overall,” how would you rate your life overall these days?

WORST											BEST
0	1	2	3	4	5	6	7	8	9	10	

PWB. Please indicate how strongly you agree or disagree with each of the following statements.

Social Anxiety: Clinical, developmental, and social perspectives



53

- An entire chapter covering different dimensions of **social anxiety** and **phobia assessment**

Assessment of Social Anxiety and Social Phobia

James D. Herbert, Alyssa A. Rheingold, and Lynn L. Brandsma
Department of Psychology, Drexel University, Philadelphia, PA 90102

Tic Disorders, Trichotillomania, and Other Repetitive Behavior Disorders



54

- This book, the most comprehensive guide to behavioral treatment of **repetitive behavior disorders**, includes a chapter on **assessment**

Assessment of Repetitive Behavior Disorders

James E. Carr
Western Michigan University

John T. Rapp
The University of Florida

Assessing and Treating Low Incidence/High Severity Psychological Disorders of Childhood



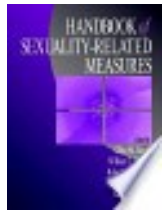
55

- This book deserves attention, it's **focused on less-known disorders** in children.

Assessing and Treating Low Incidence/High Severity Psychological Disorders of Childhood

Stefan C. Dombrowski • Karen L. Gischlar
• Martin Mrazik

Handbook of Sexuality-Related Measures



56

- Reproduces **more than 200 instruments**, accompanied by essential information for their use in research, educational and clinical settings.

Female Sexuality

Chambless, D. L., and DeMarco, D., Women's Sexuality Questionnaire

Cyranowski, J. M., and Andersen, B. L., Sexual Self-Schema Scale–Women's Version

Davidson, J. K., Sr., and Darling, C. A., Self-Perceptions of Female Sexuality Survey Instrument

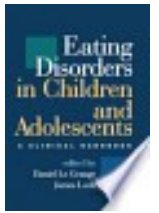
Ellison, C. R., and Zilbergeld, B., Sexuality of Women Survey (Brief)

McCoy, N. L., and Matyas, J. R., McCoy Female Sexuality Questionnaire

Rosen, R. C., Taylor, J. F., and Leiblum, S. R., Brief Index of Sexual Functioning for Women

Warner, J., Peak of Sexual Response Questionnaire

Eating Disorders in Children and Adolescents



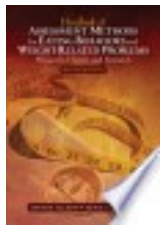
57

- Chapter 10 provides information to accurately assess the cardinal features of **eating disorders**.

Assessment of Eating Disorders in Children and Adolescents

Katharine L. Loeb
Melanie Brown
Michal Munk Goldstein

Handbook of assessment methods for eating behaviors and weight-related problems



58

□ The most comprehensive collection of measures and assessment tools related to **eating behaviors**

- General personality assessment and psychopathology of persons with eating and weight-related concerns
- Quality of life assessments
- Measuring attitudes and beliefs about obese people
- Assessment of body image
- Measures of restrained eating
- Measures of physical activity
- Measuring food intake
- Binge eating and purging
- Eating and weight-related problems with children
- Identification of psychological problems of patients with eating disorders

Psychological assessment in clinical practice: A pragmatic guide



59

- 16 chapters covering the assessment of most common **mental disorders**.

PSYCHOLOGICAL ASSESSMENT IN CLINICAL PRACTICE

A PRAGMATIC GUIDE

Towards personal excellence: Psychometric tests and self-improvement techniques for managers



60

- This 2nd edition contains 6 pilot-tested modules each with a cluster of **skills and a self-assessment** questionnaire (with response sheets)
- Enables the reader/user to record **individual strengths and weaknesses** to keep track of the process of learning.

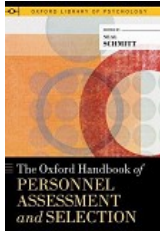
Management Skills: Assessment and Development



61

- Offers a comprehensive, real world approach to **mastering the skills** needed for a career in management. It contains:
 - *Assessing Your Skills (pre-assessment scales);*
 - *Learning About the Skills (concept portion of the text);*
 - *Practicing Your Skills (exercises);*
 - *Using Your Skills (case analysis);*
 - *Extending Your Skills (group and individual exercises);*
 - *Visualizing the Skills (video exercises);*
 - *Your Skills Now (assessing skills after working through the chapter);*
 - *Interpretations (scoring keys and comparison data).*

Oxford Handbook of Personnel Assessment and Selection



62

- **Comprehensive review of:**
 - (1) historical and social context of the field of assessment and selection
 - (2) research strategies
 - (3) individual difference constructs that underlie effective performance
 - (4) measures of predictor constructs
 - (5) employee performance and outcome assessment
 - (6) societal and organizational constraints on selection practice
 - (7) implementation and sustainability of selection systems

Multiple Perspectives on the Effects of Evaluation on Performance

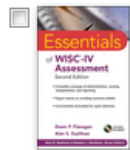
- **This book integrates thinking from five different research traditions:**
 - **Achievement Goals**
 - **Intrinsic vs. Extrinsic Motivation**
 - **Goal Setting**
 - **Social Loafing**
 - **Social Facilitation**

Wiley's Essentials of Psychological Assessment

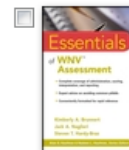
64

- To quickly acquire the knowledge and skills needed to make optimal use of the major psychological

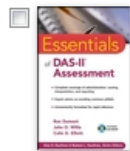
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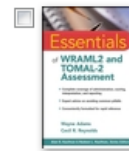
Essentials of WISC-IV Assessment, 2nd Edition
by Dawn P. Flanagan, Alan S. Kaufman
May 2009, Paperback (E-book also available)
£33.99 / €40.00 **BUY**



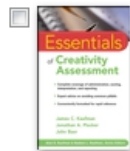
Essentials of WNV Assessment
by Kimberly A. Brunnert, Jack A. Naglieri, Steven T. Hardy-Braz
December 2008, Paperback (E-book also available)
£25.99 / €31.20 **BUY**



Essentials of DAS-II Assessment
by Ron Dumont, John O. Willis, Colin D. Elliott
November 2008, Paperback (E-book also available)
£33.99 / €40.00 **BUY**



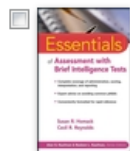
Essentials of WRAML2 and TOMAL-2 Assessment
by Wayne Adams, Cecil R. Reynolds
November 2008, Paperback (E-book also available)
£26.99 / €32.00 **BUY**



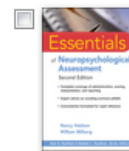
Essentials of Creativity Assessment
by James C. Kaufman, Jonathan A. Plucker, John Baer
August 2008, Paperback (E-book also available)
£26.99 / €32.00 **BUY**



Essentials of Millon Inventories Assessment, 3rd Edition
by Stephen Strack
March 2008, Paperback
£26.99 / €32.00 **BUY**



Essentials of Assessment with Brief Intelligence Tests
by Susan R. Homack, Cecil R. Reynolds
February 2007, Paperback (E-book also available)
£26.99 / €32.00 **BUY**



Essentials of Neuropsychological Assessment, 2nd Edition
by Nancy Hebben, William Milberg
October 2009, Paperback (E-book also available)
£26.99 / €32.00 **BUY**

**TESTS
AVAILABLE
IN
MASARYK
UNIVERSITY**

Psychological instruments available MUNI FSS



66

- An inventory of tests is available for

The screenshot shows a file explorer window titled "FSS:PSY494P122 Online and offline resources in psychological". The window displays a list of files and folders under the path "Study materials posted under the course FSS:PSY494P122 /PSY494P122/". A red arrow points to the file "Katalog naší knihovničky Katalog_nasi_knihovnicky.pdf".

File or folder
EXTRAS /43723478/
Directory of Databases - Psychology GaleDirect...es.PSY.pdf
Directory of Databases - Sociology GaleDirect...SOCIO.pdf
Directory of Special Libraries and Information Centers - Czech Republic GaleDirect...public.pdf
Katalog naší knihovničky Katalog_nasi_knihovnicky.pdf
Social Science Reference Sources (Li, 2000) - Psychology 0313304831...to_442.pdf
UTA Database - References (Expanded) UTA-Databa...anded.docx
World Guide to Special Libraries - Behavioral Sciences WorldGuide...iences.pdf
World Guide to Special Libraries - Psychiatry and Psychology WorldGuide...es-PSY.pdf
World Guide to Special Libraries - Sociology 359822317X-Sociology.pdf

QUESTIONS?

NEXT CLASS

68

□ READINGS:

- *Publishers of psychological and psychoeducational tests* (Koocher, Norcross, & Hill III, 2005)
- *Where to go for authoritative information: Reference sources* (Cohen & Swerdlik, 2009)
- *Sourcing materials and measures for psychological research* (Evans, 2007).