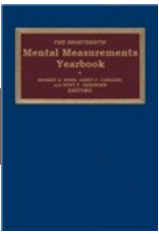


# OFFLINE RESOURCES

**MENTAL  
MEASUREMENTS  
YEARBOOK**

# Mental Measurements Yearbook



3

- The series (now 19<sup>th</sup>, 2014), 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.

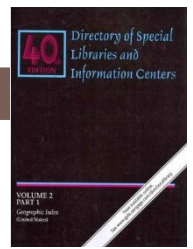
# Tests in Print VIII (2011)

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/podzim2014/PSY494P122/43723478/>

**WORLD GUIDE  
TO  
SPECIAL  
LIBRARIES**

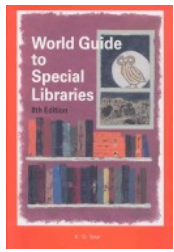
# World Guide to Special Libraries

8

- This 9th edition lists over **35,000 libraries** under approx. 80 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*

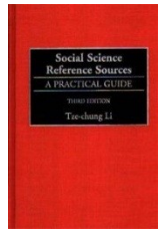
T: +420 221663262; Fax: +420 221663561;  
E-mail: public.ur@nkp.cz; URL: www.nkp.cz  
1366; Vlastimil Jezek

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



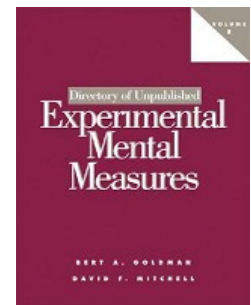
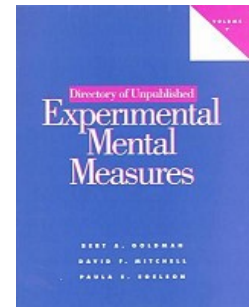
13

- 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.



**DOODY'S  
CORE TITLES**

# DOODY'S CORE TITLES

16

- Provides **expert recommendations** of must-have titles in 121 specialties.



<http://www.doody.com/dct/>

<https://is.muni.cz/auth/el/1423/jaro2015/PSY494P122/43723478/>



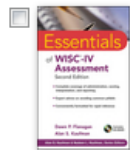
# **SELECTED BOOKS**

# Wiley's Essentials of Psychological Assessment

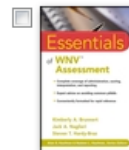
18

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

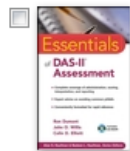
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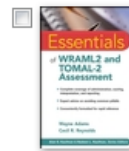
**Essentials of WISC-IV Assessment, 2nd Edition**  
by Dawn P. Flanagan, Alan S. Kaufman  
May 2009, Paperback (E-book also available)  
£33.99 / €40.00 **BUY**



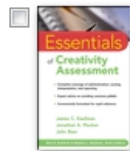
**Essentials of WNV Assessment**  
by Kimberly A. Brunnert, Jack A. Naglieri, Steven T. Hardy-Braz  
December 2008, Paperback (E-book also available)  
£25.99 / €31.20 **BUY**



**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**



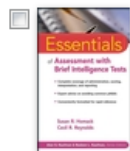
**Essentials of WRAML2 and TOMAL-2 Assessment**  
by Wayne Adams, Cecil R. Reynolds  
November 2008, Paperback (E-book also available)  
£26.99 / €32.00 **BUY**



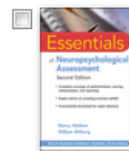
**Essentials of Creativity Assessment**  
by James C. Kaufman, Jonathan A. Plucker, John Baer  
August 2008, Paperback (E-book also available)  
£26.99 / €32.00 **BUY**



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

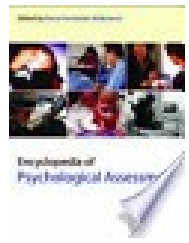


**Essentials of Assessment with Brief Intelligence Tests**  
by Susan R. Homack, Cecil R. Reynolds  
February 2007, Paperback (E-book also available)  
£26.99 / €32.00 **BUY**



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

# Encyclopedia of Psychological Assessment



19

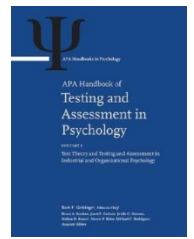
## Encyclopedia of Psychological Assessment

Edited by Rocío Fernández-Ballesteros

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

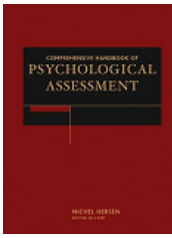
- 1 To present the reader with a comprehensive network for psychological assessment as a conceptual and methodological discipline, and as a professional activity.
- 2 To make the reader aware of the complexity of assessment, which involves not only testing, but also a process of decision-making for answering 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



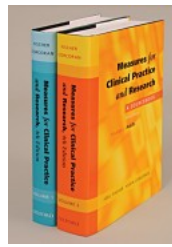
- This 3-volume handbook is a comprehensive presentation of the **theory and application of tests** in psychology and education.
- Probably **the most comprehensive reviews** on the use of testing and assessment.

# Comprehensive Handbook of Psychological Assessment (Hersen, 2004)



- **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 (4<sup>th</sup> ed)



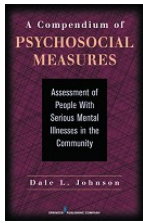
- The 4<sup>th</sup> edition (Corcoran & Fischer, 2007) of this 2-volume classic sourcebook has dozens of **new scales** as well as **updated information** for existing instruments.
- **Each instrument** is reproduced in its entirety and critiqued by the editors.

# Measures for Clinical Practice and Research: A Sourcebook (5<sup>th</sup> ed)



- This seminal 2 volume 5<sup>th</sup> 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**.

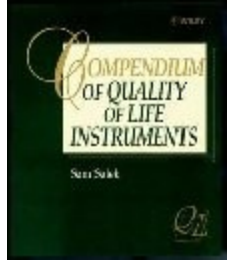
# A Compendium of Psychosocial Measures



- (Dale L. Johnson, 2010) 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

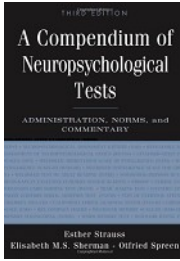


# Compendium of Quality of Life Instruments



- (Sam Salek, 1999) **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.

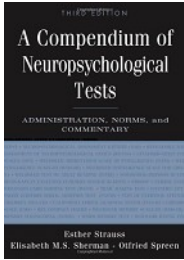
# A Compendium Of Neuropsychological Tests



26

- **Strauss et al. (2006)**
- **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

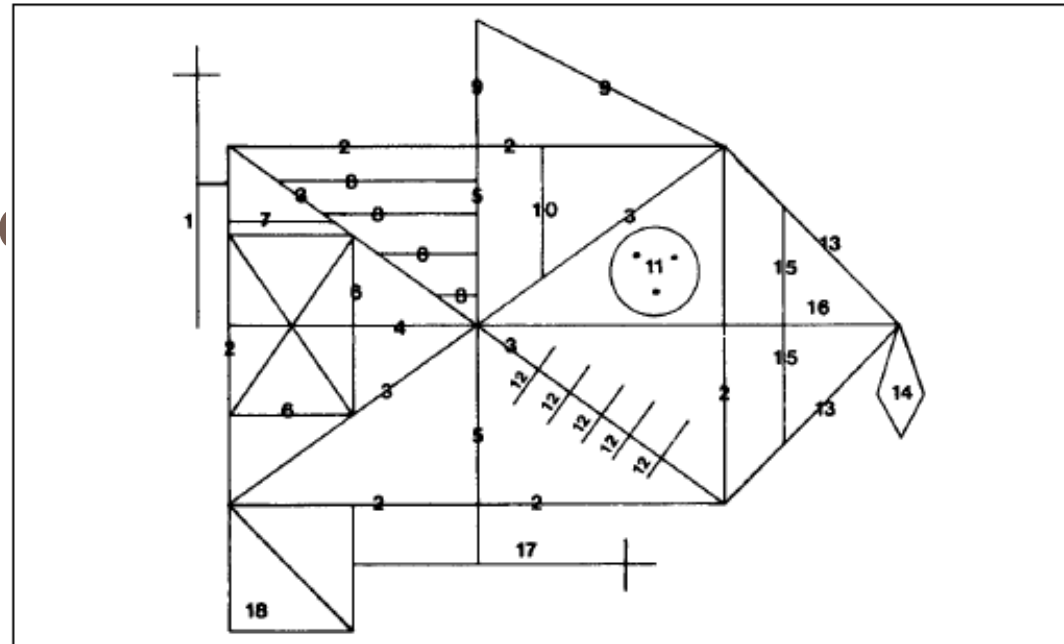
### CHILDREN'S NEUROPSYCHOLOGICAL TEST PROFILE

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		/	/	/	
	<b>Raw</b>	<b>P</b>			<b>%ile</b>
VC-PR					
VC-FD					
VC-PS					
PR-FD					
PR-PS					
FD-PS					

# A Compendium Of Neuropsychological Tests

- Complete tests are available.



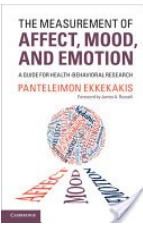
REY-OSTERRIETH COMPLEX FIGURE TEST  
FORM A (Rey Figure)

# A Compendium of Tests, Scales and Questionnaires (Tate, 2010)



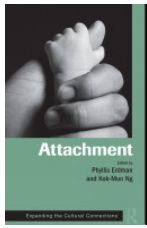
- Contains an extensive selection of instruments developed to measure signs and symptoms commonly encountered in **neurological conditions**.
- Provides a **repository** of established instruments, as well as newly-developed scales, and covers all aspects of the functional consequences of acquired **brain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

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



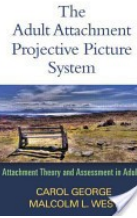
- Ekkekakis (2013)
- Proposes a sound system for **selecting measures** for these constructs (affect, mood and emotion) in an accessible guidebook.

# Attachment: Expanding the Cultural Connections (Erdman et al., 2010)



- 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



- **George & West (2012)**
- **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.**

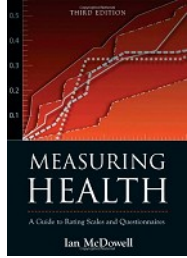


# Assessing common mental health and addiction issues with free-access instruments



- Sandberg et al. (2013)
- 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 (McDowell, 2006)



34

- This **3<sup>rd</sup> 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



35

- **Streiner & Norman (2008)**
- **This 4<sup>rd</sup> 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 (Di Lorio, 2006)



36

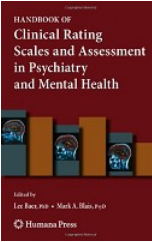
- Offers information needed to improve the knowledge of **instrument development** and testing and the understanding of **reliability and validity** testing discussed in articles and reports.

# Measuring health and wellbeing



- Harvey & Taylor (2013)
- 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



38

- **Baer & Blais (2010)**
  
- **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

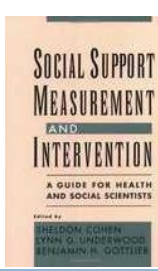
## □ The Terrorism Catastrophizing Scale (TCS)

### 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



40

- Cohen et al. (2000)
- Provides a **solid theoretical background** for the measurement of social support.
- Includes different theoretical **perspectives**.
- Includes **related constructs**.

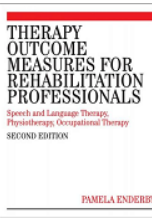


# Social Support Measurement and Intervention

Table 4.2. Measures of Perceived Support

Study	Acronym	Number of Items	Function(s) Measured <sup>a</sup>	Reliability	Notes
<b>Brief Unidimensional Measure</b>					
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
<b>Brief Compound Measures</b>					
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 (Enderby et al., 2006)



42

- 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

43

## 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

44

## 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

45

## 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.

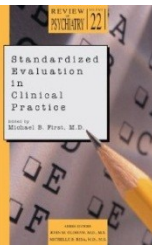
# Principles of assessment and outcome measurement for occupational therapists and physiotherapists

- **Fawcett (2013). **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

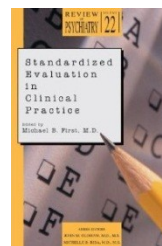


48

- First (2003)
- 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



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

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### 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)

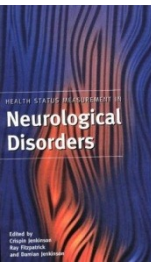
# Measuring stress in humans



50

- Ice & James (2007)
- 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 (Jenkinson et al., 2000)



51

- 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



52

- 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)

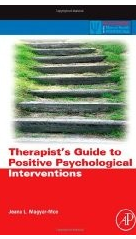
### Disease-specific instruments

- 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)

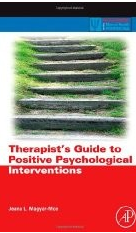
# Therapist's guide to positive psychological interventions (Magyar-Moe, 2009)



53

- 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<sup>®</sup>-45.2)

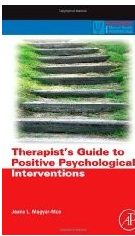
**Instructions:** Looking back over the last week, including today, help us understand how you have been feeling. Read each item carefully and mark the box under the category which best describes your current situation. For this questionnaire, work is defined as employment, school, housework, volunteer 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	DO NOT MARK BELOW		
						SD	IR	SR
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"/>		<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"/>	<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"/>		<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"/>	<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"/>	<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



56

- Hofmann & DiBartolo (2014)
- 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



57

- Woods & Miltenberger (2001)
- 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



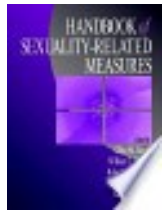
58

- Dombrowski et al. (2011)
- 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



59

- Fisher et al. (2011)
- 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*

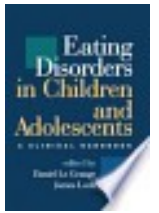
*Ellison, C. R., and Zilbergeld, B., Sexuality of Women Survey (Brief)*

*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



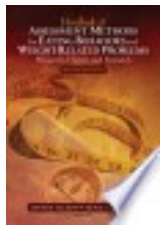
60

- Le Grange & Lock (2011)
- 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



61

## □ 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 (Hersen, 2004)



62

- 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



63

- 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

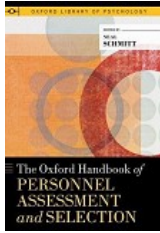


64

- 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



65

- **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

Multiple Perspectives  
on the Effects of  
Evaluation on  
Performance  
Toward an Integration

Editor  
Stephen C. Barber

Emerald Academic Publishers

66

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

**TESTS  
AVAILABLE  
IN  
MASARYK  
UNIVERSITY**

# Psychological instruments available MUNI FSS



68

- An inventory of tests is available for

The screenshot shows a file explorer window titled "FSS:PSY494P122 Online and offline resources in psychological". The address bar shows the path "Study materials posted under the course FSS:PSY494P122 /PSY494P122/". The file list includes:

- 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** (indicated by a red arrow)
- 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

70

## □ 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).