



Online and Offline Resources In Psychological Assessment (Syllabus – Spring 2015)

Type of Completion: Z (fulfilled or not)

Credits: 3

Course language: English

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:

Although almost anyone knows how to perform a search on internet, not all people know the basic principles behind the search process. Therefore, the online search experience is usually based on trial and error.

The process of search, select and retrieve information on an efficient way is absolutely different to the trial and error approach and requires different skills and knowledge. These skills and knowledge are the core component of **digital literacy** (i.e. the ability to understand information).

With the constant increase of information, psychologists need to use their time online more efficiently, productively and less frustrating. To achieve this goal, they have to develop their digital literacy. Therefore, 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, with a focus on psychological assessment, this course has been created to promote students' digital literacy, enhancing their skills and knowledge to efficiently search, critically select and efficiently organize scientific information.

3. COURSE GOALS AND OBJECTIVES:

The overall goal of this course is to promote students' digital literacy, enhancing their knowledge and skills to efficiently search, critically select and efficiently organize scientific information and resources related to psychology and psychological assessment.

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

1. Identify the general characteristics of scientific articles and journals. Expected outcomes:
 - 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 searches by using an article's structure: title, author, abstract, keywords, highlights, introduction, method, results, and discussion.
2. Execute advanced searches in search engines. Expected outcomes:
 - Identifies and creatively uses free available search engines (Google Scholar, TRIP, Microsoft Academic Search, WorldCat, CUFTS, JournalSeeker, etc.), to find information.
 - Knows and/or 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.

- Identifies the different ways to search and get access to a psychological test.
3. Know and use online and offline databases of psychological tests. Expected outcomes:
- 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, encyclopedias and websites containing psychological tests in his research field.
 - Knows the *ITC Guidelines for Test Use and Adapting Tests*.
4. Be up-to-date on his research field. Expected outcomes:
- Uses RSS.
 - Uses email alerts.
 - Uses matching criteria search alerts.
 - Uses other online resources (scientific social networks, listserv, forums, blogposts, Twitter, LinkedIn, Facebook, etc.)
5. Select and organize the information using a reference manager. Expected outcomes:
- Apply his knowledge to critically and properly select the information.
 - Knows and uses the *APA Citation Style*.
 - Knows and/or uses a reference manager (*Mendeley, EndNote, RefWorks*, etc.)

4. COURSE REQUIREMENTS:

- This course is for graduate students. However, undergraduate Erasmus students from non Czech universities are allowed to enrol in this course.
- This course is delivered in English, and students should have at least an intermediate level (B1) in this language.
- Classes are once per week. Classes are two academic hours long (45 min. each one) and they are divided as follows: first hour of lecture, being the teacher the most active, presenting the content; second hour of training (exercises), being the students the more active, applying the knowledge acquired during the lecture, testing strategies 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 out of 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:

The grading scale for this course is "zápočet" (Z), which means that you will obtain a grade of "Z" (*Započteno*) if you pass the course or a grade of "N" (*Nezapočteno*) if you don't.

To obtain this final grade (Z or N), students are evaluated using a 5 points scale (A, B, C, D, E). In this way, students obtaining an "E" in the total score fail to pass the course.

To obtain the total score, I use the following calculation:

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

6. READINGS AND RECOMMENDED BOOKS/ARTICLES:

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.

Bartram, D. (2012). Concluding thoughts on the internationalization of test reviews. *International Journal of Testing*, 12(2), 195–201. doi:10.1080/15305058.2011.649869

Booth, A., Papaioannou, D., & Sutton, A. (2012). *Systematic approaches to a successful literature review*. Thousand Oaks, CA: Sage.

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

Constantine, M. G., & Ponterotto, J. G. (2006). Evaluating and selecting psychological measures for research purposes. In F. T. L. Leong & J. T. Austin (Eds.), *The psychology research*

- handbook: A guide for graduate students and research assistants* (2nd ed., pp. 104–113). Thousand Oaks, CA: Sage.
- De Brún, C., & Pearce-Smith, N. (2014). *Searching skills toolkit: Finding the evidence* (2nd ed.). Chichester, UK: John Wiley & Sons.
- Ercegovac, Z. (2008). *Information literacy: Search strategies, tools and resources for high school students and college freshmen* (2nd ed.). Columbus, Ohio: Linworth Publishing, Inc.
- Ercikan, K., & Lyons-Thomas, J. (2013). Adapting tests for use in other languages and cultures. In K. F. Geisinger (Ed.), *APA handbook of testing and assessment in psychology: Testing and assessment in school psychology and education* (Vol. 3, pp. 545–569). Washington, DC: American Psychological Association. doi:10.1037/14049-026
- Evans, J. (2007). *Your psychology project: The essential guide*. Los Angeles, CA: Sage.
- Evers, A. (2012). The internationalization of test reviewing: Trends, differences, and results. *International Journal of Testing, 12*(2), 136–156. doi:10.1080/15305058.2012.658932
- 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.
- Greenhalgh, T. (2014). *How to read a paper: The basics of evidence-based medicine* (5th ed.). Chichester, UK: John Wiley & Sons.
- Hambleton, R. K., & Zenisky, A. L. (2011). Translating and adapting tests for cross-cultural assessments. In D. Matsumoto & F. J. R. van de Vijver (Eds.), *Cross-cultural research methods in psychology* (pp. 46–74). New York, NY: Cambridge University Press.
- Hersh, W. (2009). *Information retrieval: A health and biomedical perspective*. New York, NY: Springer.
- International Test Commission (ITC). (2000). International guidelines for test use. Retrieved January 12, 2015, from www.intestcom.org/itc_projects.htm
- International Test Commission (ITC). (2010). International Test Commission guidelines for translating and adapting tests. Retrieved January 12, 2015, from www.intestcom.org/itc_projects.htm
- Joyner, R. L., Rouse, W. A., & Glatthorn, A. A. (2013). *Writing the winning thesis or dissertation: A step-by-step guide* (3rd ed.). Thousand Oaks, CA: Sage.
- Koocher, G. P., Norcross, J. C., & Hill III, S. S. (Eds.). (2005). *Psychologists' desk reference* (2nd ed.). New York, NY: Oxford University Press.
- Lenburg, J. (2010). *The facts on file guide to research* (2nd ed.). New York, NY: Facts on File.
- McBride, D. M. (2013). Hypothesis development: Where research questions come from. In D. M. McBride (Ed.), *The process of research in psychology* (2nd ed., pp. 19–42). Thousand Oaks, CA: Sage.

- McKibbin, K. A., & Lokker, C. (2013). Searching for research findings and KT literature. In S. E. Straus, J. Tetroe, & I. D. Graham (Eds.), *Knowledge translation in health care: Moving from evidence to practice* (2nd ed., pp. 63–74). Chichester, UK: John Wiley & Sons, Ltd.
- 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.
- Oakland, T. (2012). Principles, standards, and guidelines that impact test development. In M. M. Leach, M. J. Stevens, G. Lindsay, A. Ferrero, & Y. Korkut (Eds.), *The Oxford handbook of international psychological ethics* (pp. 201–215). New York, NY: Oxford University Press.
- Tricco, A. C., Tetzlaff, J., & Moher, D. (2013). Knowledge synthesis. In S. E. Straus, J. Tetroe, & I. D. Graham (Eds.), *Knowledge translation in health care: Moving from evidence to practice* (2nd ed., pp. 29–49). Chichester, UK: John Wiley & Sons.
- Wilczynski, N., & McKibbin, K. A. (2013). Finding the evidence. In T. Hoffmann, S. Bennett, & C. Del Mar (Eds.), *Evidence-based practice across the health professions* (2nd ed., pp. 38–60). Sydney: Elsevier.
- Willis, J., Inman, D., & Valenti, R. (2010). Sources of knowledge and perspectives. In J. Willis, D. Inman, & R. Valenti (Eds.), *Completing a professional practice dissertation: A guide for doctoral students and faculty* (pp. 123–176). Charlotte, NC: IAP.

RECOMMENDED ONLINE RESOURCES:

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/

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 14,000 measures available in 140 compilation volumes. There is a database version in RefShare and is also available on this website:

<http://libraries.uta.edu/TMdb>

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://solutions.cengage.com/Gale/Catalog/Fact-Sheets/dirSpLib.pdf>

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 fur 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 9th edition lists over 35,000 libraries under approximately 800 subject headings. 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/184160>

Course Calendar (February to May: 12-week lectures; 1-week exam):

Week	Topics	Readings (due on this date)	Assignments (due on/during this date)
(1) Feb. 18	Course information and general introduction. Online and offline scientific information, indexed information, credibility of the information, access to information and barriers.		
(2) Feb. 25	The basics of search. Google, Google Scholar.	Finding a Research Problem (Joyner, Rouse, & Glatthorn, 2013); Hypothesis development [Part 1] (McBride, 2013); Health and biomedical information, Indexing, Research directions (Hersh, 2009)*	Formulate a research question
(3) March 4	Databases. Database providers, selecting databases, Gale Directory of Databases, Evidence-based databases, Multiple database search engines (metasearch).	Finding sources of information: Electronic databases (Lenburg, 2010); Finding the evidence (Wilczynski & McKibbin, 2013); 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.
(4) March 11	Organizing the information with Mendeley Software.	Saving citations (De Brún & Pearce-Smith, 2014; Chapter 10); APA Citation Style (American Psychological Association, 2010)	Start your Mendeley database.
(5) March 18	Offline resources for psychological assessment. Mental Measurements Yearbook, Tests in Print, Directory of Special Libraries and Information Centers, World Guide to Special Libraries, Doody's Core Titles, compilation volumes, books, handbooks, textbooks, etc.	Finding sources by subject: Psychology (Lenburg, 2010); Evaluating and selecting psychological measures for research purposes (Constantine & Ponterotto, 2006); Finding search words (Ercegovac, 2008; Chapter 2); Finding sources of information: archives, CD-ROM collections, general references (Lenburg, 2010)*	Find special books or handbooks or collections, in the topics covered by your research.
(6) March 25	Databases of psychological tests: ETS, Test and Measures in the Social Sciences, Mental Measurements Yearbook Online, HaPI, PSYINDEX.	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).	Find the most suitable test(s) for your research.

* These readings are optional

Course Calendar (February to May: 12-week lectures; 1-week exam): *(CONTINUED)*

Date	Topics and activities	Readings (due on this date)	Assignments (due on/during this date)
(7) April 1	ProQuest Dissertations & Theses. Databases of Journals (CUFTS, JournalSeek, UlrichsWeb, etc.). Journals' Impact Factor. ISI Web of Knowledge.	Publication and citation analysis as a tool for information retrieval (Goh & Foo, 2008); Citation pearl searching (De Brún & Pearce-Smith, 2014; Chapter 11).	Find the most similar dissertation/thesis to your research. Select the most important journals in your area.
(8) April 8	ProQuest Psychology Journals. Searching and browsing.	Hypothesis development [Part 2: How to conduct a literature review] (McBride, 2013); Systematic approaches (Booth, Papaioannou, & Sutton, 2012)*	Using the ProQuest Thesaurus, make a list of keywords for your research.
(9) April 15	APA Databases: PsycInfo, PsycArticles, PsycTests, PsycBooks, PsyCritiques, PsycExtra, PsycTherapy. Searching and browsing.	APA Tutorials http://www.apa.org/pubs/databases/training/tutorials.aspx	Using the APA Thesaurus, make a list of keywords for your research.
(10) April 22	MEDLINE. A complete introduction to the use of MEDLINE using PubMed and OVID.	MEDLINE Introductory Video Tutorials http://www.nlm.nih.gov/bsd/disted/pubmed.html	Using the MeSH terms, make a list of keywords for your research.
(11) April 29	Guidelines for Test Use and Adapting Tests. Miscellaneous databases	ITC Guidelines for test use (ITC, 2000); ITC Guidelines for adapting tests (ITC, 2010) / Adapting tests for use in other languages and cultures (Ercikan & Lyons-Thomas, 2013)*; Translating and adapting tests for cross-cultural assessments (Hambleton & Zenisky, 2011)*; Concluding thoughts on the internationalization of test reviews (Bartram, 2012)*; Principles, standards, and guidelines that impact test development (Oakland, 2012)*; The internationalization of test reviewing (Evers, 2012)*	Summarize how you would follow the ITC Guidelines.
(12) May 06	Being up-to-date using email alerts, CataList, RSS, Academic Social Networks, Author's web page, etc.	Sources of knowledge and perspectives (Willis, Inman, & Valenti, 2010); Knowledge synthesis (Tricco, Tetzlaff, & Moher, 2013); Knowledge translation (KT) (McKibbin & Lokker, 2013)*; How to read a paper (Greenhalgh, 2014)*	Find and subscribe to a social network group in your area. Select and use 5 RSS related to your research.
(13) May 13	EXAM		

* These readings are optional