

Titel	Studieguide for kandidatuddannelsen i psykologi K07 – Anvendt metode (valgfag), Kvantitativ metode: Udvikling af måleredskaber (4) K07 – Applied methods (elective), Quantitative methods: Development of measuring tools (4)
Valgfagsansvarlig	Guido Makransky
Studieadm. koordinator	Uddannelsessekretær Anne-Christina Nielsen
Dato	26.06.2017

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Studieguide

Om modulet

Modulbestyrer

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Valgfagsansvarlig

Guido Makransky, ph.d., lektor, Institut for Psykologi
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Undervisere

I dette modul vil du møde følgende undervisere:

Guido Makransky, ph.d., lektor, Institut for Psykologi, gmakransky@health.sdu.dk
Henriette Kirkeby, ekstern lektor, Institut for Psykologi, kirkeby@sdu.dk

Studieadministrativ koordinator

Uddannelsessekretær Anne-Christina Nielsen
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Formål og indhold

Formålet med modulet "Anvendt metode - valgfag" er at give den studerende mulighed for at opnå relevant viden og praktisk erfaring med en eller flere professions- og forskningsmetoder. Den studerende vælger sig ind på enten et kvalitativt eller kvantitativt metodespor, hvorunder der i et anvendt perspektiv arbejdes med udvalgte metoder (eksempelvis observationsmetode, interview, spørgeskemakonstruktion og validering).

I det enkelte valgfag tages der udgangspunkt i, at psykologer i deres professionsudøvelse ofte har behov for at kunne beskrive og analysere situationer og tilstande, samt måle niveau eller ændringer i forskellige sammenhænge, hvor der ikke på forhånd foreligger færdige redskaber eller metoder. Gennem erfaringsbaseret læring vil de studerende med afsæt i praksis arbejde selvstændigt med at afprøve og udvikle kvalitative eller kvantitative metoder.

INDHOLD

This course will introduce students to all of the most important topics related to developing measurement tools (e.g., scales or tests), and will provide student with the opportunity to develop their own measurement instrument.

Tests and scales are frequently used across all areas of psychology, and psychologists are expected to have the knowledge and skills to use and administer these instruments. Furthermore, the need to develop new scales is greatly increasing, and there is a lack of individuals who have these skills both nationally and internationally. In this course students will have the opportunity to develop their own measurement instrument on a self-selected topic that interests them, or is relevant for their job, internship, or master's thesis. They will learn about the most central theoretical issues related to test development, identify a construct of interest, determine how to measure it, develop an argument for the development of the scale, generate items, validate the items through SME panels, collect a small amount of data and use the data to evaluate the quality of the items with simple analyses in SPSS. Finally, students will gain knowledge about how to write up a report and will be introduced to state of the art analyses methods (but will not be expected to perform them). Students can work on a scale alone or in groups, but the course will be organized so that students work in learning communities where they will give and receive feedback at each point in the development process.

Fagspecifikke målbeskrivelser

Ved afslutningen af modulet skal den studerende skal være i stand til at:

- **Demonstrere** en håndværksmæssig kunnen og erfaring med en eller flere professions- og forskningsmetoder i praksis.
- **Redegøre og argumentere** for styrker og svagheder ved anvendte metoder.
- **Reflektere** kritisk over udviklingen af den anvendte metode, herunder demonstrere personlig erfaring og læring, der har fundet sted under arbejdet med metoden i praksis.
- Præcist **formidle** hvordan den konkrete metode kan anvendes i forhold til et afgrænset emne eller en problemstilling i praksis.

Omfang og form

Modulet begynder i uge 36 2017 og slutter i uge 48 2017.

K07 fylder 10 ECTS, hvilket vil sige 275 studenterarbejdstimer, da et års studiemæssig arbejdsbelastning på 60 ECTS svarer til 1650 timer. De 275 arbejdstimer er således udtryk for den arbejdsindsats, som den studerende skal yde for at gennemføre modulet, og skal derfor dække *alle* aktiviteter.

Samlet antal konfrontationstimer på i alt **31 timer**, fordelt på fælles forelæsninger, seminarundervisning og learning community.

De studerende forventes at arbejde selvstændigt med udvikling og afprøvning af kvalitative metoder undervejs i modulet i tiden mellem undervisningsgangene. Det er tanken at dette fortløbende arbejde fx kan knyttes an til praktikopholdet.

K07 kvantitativ metode: Skema og ugeplan

Link til Mit Skema: <https://mitsdu.sdu.dk/skema/activity/3207601/e17>
(evt. skemaændringer vil fremgå af Mit Skema)

Dato:	Tema	GM (hold A)	HK (hold B)
Sep 6	Understand purpose of the course, latent variables, reliability, validity, begin process of forming groups and identifying a scale development topic.	Kl. 13-18 Lok. U27a	Kl. 9-14 Lok. U107 (kl. 9-12) Mødelok. Lysningen (kl. 12-14) -> BEMÆRK: denne bookning fremgår IKKE af Mit Skema
Oct 4	Understand the steps required in developing a scale. Complete formation of groups and identification of a scale development topic.	Kl. 10-15 Lok. U9	Kl. 10-15 Lok. U27
Oct 11	Identifying and defining constructs, determining how to measure them, conducting literature reviews, and developing a test specification blue-	Kl. 14-18 Lok. U26	Kl. 10-14 Lok. U46

	print.		
Oct 25	Generating test items and determining the item format. Validating items through a subject matter expert review.	Kl. 14-18 Lok. U43	Kl. 10-14 Lok. WP 17, 110 -> Bemærk: Dette lokale ligger i Winsløwparken 17 v. OUH
Nov 1	Collecting data through a pilot study, and evaluating items through statistical analyses using SPSS.	Kl. 10-14 Lok. U26a	Kl. 10-14 Lok. U27a
Nov 15	Norming tests, and collecting evidence of reliability, validity, and measurement invariance, and the documentation process.	Kl. 8-12 Lok. U69a	Kl. 8-12 Lok. U44
Nov 29	Introduction to more advanced analysis methods including: Factor analysis, Item Response Theory, Structural Equation Modeling and future assessment applications.	Kl. 12-17 Lok. U26	Kl. 10-15 Lok. U51

Du må ikke deltage i undervisningen for andre – K07-valgfag end det, du er tilmeldt. Underviser kan bede om at ikke-holdsatte studerende, forlader lokalet.

Model week 1: Introduction

Model week 2: Understand purpose of the course, latent variables, reliability, validity, begin process of forming groups and identifying a scale development topic.

Literature: 124 pages

Scale Development: Theory and Applications (3rd edition). Robert F. DeVellis. Sage. Chapters 1-4, 72 pages.

Meyer et. al. (2001). Psychological Testing and Psychological Assessment. *American Psychologist*, 128-165. 37 pages.

Model week 3: Understand the steps required in developing a scale. Complete formation of groups and identification of a scale development topic.

Literature: 94 pages

Scale Development: Theory and Applications (3rd edition). Robert F. DeVellis. Sage. Chapter 5, 42 pages.

Hambleton R. K., Merenda P. F., Spielberger C. D. (2005). *Adapting Educational and Psychological Tests for Cross-Cultural Assessment*. Lawrence Erlbaum Associates Inc , 1-39. 39 pages.

Hambleton R. K., Patsula L. (1999). Increasing the Validity of Adapted Tests: Myths to be Avoided and Guidelines for Improving Test Adaptation Practices. *Journal of Applied Testing Technology*, 13 pages.

Model week 5: Identifying and defining constructs, determining how to measure them, conducting literature reviews, and developing a test specification blueprint.

Literature: Approximately 150 pages

Self-selected literature obtained through the work on specific scale development topic in learning community. Approximately 150 pages.

Model week 7: Generating test items and determining the item format. Validating items through a subject matter expert review.

Literature: Approximately 37 pages

Self-selected literature obtained through the work on specific scale development topic in learning community. Approximately 25 pages.

Vogt S., King D. W., & King L. A. (2004). Focus Groups in Psychological Assessment: Enhancing Content Validity by Consulting Members of the Target Population. *Psychological Assessment*, 16, 231-243. 12 pages.

Model week 9: Collecting data through a pilot study, and evaluating items through statistical analyses using SPSS.

Literature: approximately 37 pages

Self-selected literature obtained through the work on specific scale development topic in learning community. Approximately 25 pages.

Makransky G., Bilenberg N. (2014). Psychometric Properties of the Parent and Teacher ADHD Rating Scale (ADHD-RS): Measurement Invariance Across Gender, Age, and Informant. *Assessment*, 21 (6), 694-705, 12 pages.

Model week 11: Norming tests, and collecting evidence of reliability, validity, and measurement invariance, and the documentation process.

Literature: approximately 53 pages

Self-selected literature obtained through the work on specific scale development topic in learning community. Approximately 25 pages.

Van de Schoot, R., Lugtig, P., & Hox. J. (2012). A checklist for testing measurement invariance. *European Journal of Developmental Psychology*, 9, 486-492. 6 pages.

International Test Commission (2000). International Guidelines for Test Use. 22 pages

Model week 13: Introduction to more advanced analysis methods including: Factor analysis, Item Response Theory, Structural Equation Modeling and future assessment applications.

Literature: 122 pages

Scale Development: Theory and Applications (3rd edition). Robert F. DeVellis. Sage. Chapters 6-8, 78 pages.

Tennant A. & Conaghan. P. G. (2007). The Rasch Measurement Model in Rheumatology: What Is It and Why Use It? When Should It Be Applied, and What Should One Look for in a Rasch Paper? *Arthritis Rheum*, 57 (8), 1358-62, 5 pages.

Pallant, J. F., & Tennant, A. (2007). An introduction to the Rasch measurement model: An example using the Hospital Anxiety and Depression Scale (HADS). *British Journal of Clinical Psychology*, 46, 1-18. 18 pages.

Kieffer, K. M. (1999). An Introductory Primer on the Appropriate Use of Exploratory and Confirmatory Factor Analysis. *Research in the Schools*, 75-92. 17 pages

Model week 14: Concluding lecture

Eksamen

Prøven består af aflevering af to skriftlige produkter:

1. Selvstændigt udviklet metodeprodukt
2. Udviklingsrapport, hvori der redegøres for og reflekteres selvkritisk over udviklingsprocessen af metodeproduktet, herunder afprøvninger, revisioner mv. Udviklingsrapporten afsluttes med skitse til fremadrettet dataindsamlings- og analyseplan.

Metodeproduktet kan udarbejdes individuelt, i par, eller i grupper af op til 4 studerende. Udviklingsrapporten udarbejdes og afleveres individuelt sammen med et eksemplar af metodeproduktet.

Omfanget af de 2 afleverede produkter må maksimalt udgøre 15 normalsider. Prøven er intern og bedømmes efter 7-trinsskalaen.

Afleveringstidspunkt: 18. december 2017, kl. 12.00

Evaluering af modulet

Alle moduler ved bacheloruddannelsen bliver løbende evalueret. Evalueringen er anonym og ikke obligatorisk, men vi beder alle studerende om at deltage i dette arbejde. Formålet med evalueringen er at forbedre uddannelsens kvalitet og uddannelsen vil løbende blive justeret på baggrund af evalueringer blandt andet.

Anbefalet litteratur

*Note that there are currently 363 pages of suggested literature. These will be supplemented by a literature search on the specific topic that is being investigated in the scale development process within each group (estimate approximately 400 pages).

Anbefalede grundbog: (er bestilt hjem til studenterboghandlen)

Scale Development: Theory and Applications (3rd edition). Robert F. DeVellis. Sage. 193 sider.

Anbefalet litteratur:

Borsboom D. (2006): Attack of the psychometricians. *Psychometrika*, 71(3), 425–440. 15 pages.

Hambleton R. K., Merenda P. F., Spielberger C. D. (2005). *Adapting Educational and Psychological Tests for Cross-Cultural Assessment*. Lawrence Erlbaum Associates Inc , 1-39. 39 pages.

Hambleton R. K., Patsula L. (1999). Increasing the Validity of Adapted Tests: Myths to be Avoided and Guidelines for Improving Test Adaptation Practices. *Journal of Applied Testing Technology*, 13 pages.

Vogt S., King D. W., & King L. A. (2004). Focus Groups in Psychological Assessment: Enhancing Content Validity by Consulting Members of the Target Population. *Psychological Assessment*, 16, 231-243. 12 pages.

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Kieffer, K. M. (1999). An Introductory Primer on the Appropriate Use of Exploratory and Confirmatory Factor Analysis. *Research in the Schools*, 75-92. 17 pages

Makransky G., Bilenberg N. (2014). Psychometric Properties of the Parent and Teacher ADHD Rating Scale (ADHD-RS): Measurement Invariance Across Gender, Age, and Informant. *Assessment*, 21 (6), 694-705, 12 pages.

Meyer et. al. (2001). Psychological Testing and Psychological Assessment. *American Psychologist*, 128-165. 37 pages.

Pallant, J. F., & Tennant, A. (2007). An introduction to the Rasch measurement model: An example using the Hospital Anxiety and Depression Scale (HADS). *British Journal of Clinical Psychology*, 46, 1-18. 18 pages.

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Van de Schoot, R., Lugtig, P., & Hox. J. (2012). A checklist for testing measurement invariance. *European Journal of Developmental Psychology*, 9, 486-492. 6 pages.

Appendiks 1 særlige oplysninger om bogkøb

Indkøb af lærebøger og supplerende faglig litteratur kan ske i:

Studenterboghandelen
Campusvej 55
Campustorvet (ved hovedindgangen)
5230 Odense M

Tlf.: 6550 1700

Fax: 6550 1701

E-mail: studenter@boghandel.sdu.dk

Hjemmeside: <http://www.boghandel.sdu.dk>

Åbningstider: Mandag - torsdag kl. 9.30 - 17.15
Fredag kl. 9.30 - 15.00