

Collection Development Policy Statement for Psychology

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I. Purpose

This policy document focuses upon the Libraries' holdings that support the curriculum and the instructional and research needs of the Department of Psychology students and faculty. This curriculum is comprised of five program areas: Clinical; Cognitive and Neural Systems [CNS]; Counseling; Developmental; and Social, Decision, and Organizational Science [SDOS]. All of these subject fields are interconnected by three research themes: Brain, Mind, and Behavior; Mental Health; Social, Group, and Cultural Processes. The Libraries' psychology collection also supports campus programs that are offered by, or allied with, the Department of Psychology.

Coordination and Cooperative Information: Psychology covers a wide range of overlapping yet diverse, often disparate, subject disciplines. As a result, this multidisciplinary field overlaps with many other academic subject areas. Such subjects include, but are not limited to: animal and avian sciences, applied mathematics and scientific computation, behavioral and community health, biological sciences, business, computer science, criminology, education, family science, hearing and speech sciences, kinesiology, LGBT studies, linguistics, management and organization, neuroscience and cognitive science, sociology, statistics and measurement, and women's studies.

Library collections that support research in Psychology and the curriculum are drawn primarily from the collection development efforts of the Psychology Librarian (Jordan Sly, <https://www.lib.umd.edu/directory/staff/jsly>). As a social science with a close relationship to biological and medical sciences, modern Psychology is naturally interdisciplinary and requires collection development coordination and resource sharing with other health science librarians within the University System of Maryland and Affiliated Institutions (USMAI).

As such, onsite and interlibrary loan access to additional resources in anthropology are made available through partnerships and collaborations with national, state, and local organizations. In particular, through consortial agreements for Interlibrary Loan (<https://www.lib.umd.edu/access/ill>), partnerships through our membership in the Association of Research Libraries (<http://www.arl.org/>), our University System of Maryland and Affiliated Institutions (<http://usmai.org>), and importantly, our positioning within the Big Ten Academic Alliance (<https://www.btaa.org/library/libraries>) which allows for easy and expeditious borrowing from partnering research institutions within this network (ex. University of Michigan, Northwestern University, University of Wisconsin and others) thereby expanding our collection in vital areas enormously. For more information on this service and how to access this material please visit our information page, <https://www.lib.umd.edu/access/uborrow> or feel free to contact Jordan Sly, jsly@umd.edu for any information regarding our Psychology collection.

Diversity: Recognizing that Psychology incorporates individuals of all ages who represent a multiplicity of racial and ethnic backgrounds, economic and educational levels and physical and mental abilities, the subject specialists build collections that mirror and support this diversity. The Psychology collections include materials and resources that reflect a variety of political, economic, religious, social, minority and sexual issues and support intellectual freedom by providing free access to all expressions of ideas through

which any and all sides of a question, cause or movement may be explored. For more information, see Collection Development Diversity Statement - <https://www.lib.umd.edu/collections/policies/collection-development-diversity-statement>.

Summary of Collection Scope at Current Collecting Levels

The Department of Psychology began in 1937 with an emphasis on “psychotechnology,” that concentrated on experimental psychology. The Department’s research psychology focus expanded in the 1950’s with the development of an applied psychology program, and then in the 1960’s with the beginning of the Department’s Mental Health Program. Throughout the years, the library’s holdings have similarly expanded to support the Department of Psychology’s growing range course offerings and research programs. Today the Libraries’ psychology holdings cover all disciplines within the field of psychology and are comprised of monographs and all of the primary scholarly psychology journals and research databases.

II. Developing the Psychology Collection

1. The emphasis is on English language materials in the collection. Major works covering the subject outside the U.S. in the vernacular may be selected, although translations will be preferred. The major emphasis of items in the collection is on the United States, but curricular and research interests in the discipline make works on other countries of growing interest.
2. Chronological periods/Imprint dates: Selection will emphasize current publications, with the exception of reprints and classic works when required for replacement purposes.
3. Materials format: Monograph and journal format (print or electronic) will be determined based on the best fit for the collection, appropriateness for the type of material, and ease of access for our core users.
4. Materials selected
 1. Included materials: These include most psychology (LC: BF1-1171 and HM1001-1281) and mental health (LC: RA790-790.95) fields in both the main and reference collections for this subject area. These can include but are not limited to: books, periodicals, databases, microforms, maps, audio/visual materials, datasets, or other materials.]
 2. Excluded materials: Generally textbooks are not purchased. In rare instances, graduate or professional level textbooks may be purchased if they concentrate on a specific subject area in which our current collection is weak. In most cases, reprints or dissertations are not purchased.

III. Additional Collection Information

1. Duplication: With few exceptions (e.g., a few heavily used, specific titles), we will not purchase or maintain duplicate copies of titles. During times when deselection projects are under way, print copies will be deselected if an e-version exists for the exact same edition.
2. Gifts: Gift items added to the psychology collection are done so in conjunction with the [University of Maryland Libraries Gifts-In-Kind Policy](#), particularly so that they “supplement existing collections in support of the University's teaching and research programs as well as to provide the University Libraries with special materials in which there is a scholarly interest.” The

subject specialist for psychology is ultimately responsible for deciding whether or not a gift is added to the collection.

3. Deselection and Transfer to Storage: There are a number of variables that may make an item eligible for deselection or transfer to storage facilities. These variables are listed in the Libraries' [*Retention and Deselection Policy*](#). An example of one such variable is currency or relevance; the relevance of materials in the psychology collection can and will change over time. As a social science, much of the findings in the field of psychology become outdated as new information about given topics is learned; as a result, many items with early publication dates may be eligible for withdrawal. Periodic weeding of the collection is done to identify items which no longer fit the criteria for inclusion in the collection. Eventually continuous on-going weeding may be part of the Libraries' standard procedures.
4. Preservation: The subject specialist will work with the Preservation unit at the University of Maryland Libraries when individual titles are brought to their attention that need rebinding, repair or replacement.

Implementation and Revision Schedule: This policy has been reviewed by the Collection Development Council (lib-cdc@umd.edu) and is considered effective on the date indicated below. It will be reexamined regularly by the subject specialist and will be revised as needed to reflect new collection needs and identify new areas of study, as well as those areas that may be excluded.

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CDC 9/25/18