Today’s Topics

• Search Strategy/Keywords
• Databases
• Locating articles without Full Text
• Using *Find a Journal Title*
• APA Citation help
Now that you have your topic

HOW DO YOU FIND RELEVANT LITERATURE?
Developing A Search Strategy

• Keywords/phrases and author’s/researcher’s names are main ways to find relevant information
• Start by identifying the key concepts of your research question/topic
• Identify keywords and phrases that describe your topic
  – **Brainstorm** alternate keywords or synonyms
Keyword brainstorming: What keywords would you try using for this topic "emotional support animals"?
Research Question

• Are school anti-bullying programs effective?
  – Child – Children – Adolescents - Teenagers
  – Bullying – Cyberbullying – Anti-bullying
  – Education – Schools
  – Programs – Intervention - Movement
Finding Research Studies

• Pair your keywords and phrases with the term/phrases:
  – Method* or “Materials and Methods” to find research reports
Boolean Operators: AND

• Use Boolean operators to formulate your search
• Combine the main concepts with AND to narrow your search
  – Bullying and Schools and Programs
Boolean Operators: OR

• Combine synonyms with OR to expand search
  – Children or Adolescents or Teenagers
  – Bullying or Cyberbullying or Anti-bullying
  – Schools or Classroom
  – Programs or Movement or Intervention
<table>
<thead>
<tr>
<th>bully or anti-bullying or cyberbully</th>
</tr>
</thead>
<tbody>
<tr>
<td>programs and effectiveness</td>
</tr>
<tr>
<td>schools or academies or education</td>
</tr>
<tr>
<td>inner city and rural and low economics</td>
</tr>
</tbody>
</table>
• In a database, search would look like this
KEYWORD STRATEGIES
• Check out the online ERIC Thesaurus
• List of terms representing research topics in the field of education
• Descriptors from the ERIC Thesaurus are assigned to every document in the ERIC database
• Look at your textbook, a periodical article, or encyclopedia to get ideas
• Look for keywords in search results in online databases or online catalog
  – Read the article’s abstract for ideas
  – Abstracts of articles have lists of keywords and descriptors
  – Subject headings in online catalog
Proposed Modification of a School-Wide Bully Prevention Program to Support All Children

Author(s): Ostrander, Jason; Melville, Alyss; Bryan, Janelle K.; Leendertz, Joan


URL: http://dx.doi.org/10.1080/15388220.2017.1379909

Peer Reviewed: Y

ISSN: 1535-0220

Descriptors: *Bullying*, Prevention, Positive Behavior Supports, Intervention, Evidence Based Practice, Positive Reinforcement, Focus Groups, Urban *Schools*, Elementary *School* Students, English Language Learners, Conceptual Tempo, Psychological Patterns, Females, Parent *School* Relationship, Program Implementation, Parent Participation, Teacher Attitudes, Minority Group Students, Grounded Theory, Outcomes of *Education*

Abstract: Bullying prevention programs in the United States are being implemented in *schools* from kindergarten through high school to reduce rates of bullying behaviors. The bully prevention in positive behavior support (PBIS) model is an evidence-based, whole school intervention program. The PBIS model trains teachers, school staff, and administrators to model and provide positive reinforcement for children to decrease bullying amongst peers. This article addresses gaps in the current bullying prevention research by exploring challenges and potential modifications to the PBIS model based on staff perspectives of specific student needs. Utilizing focus group methodology, administrators, teachers, and support staff in a northeastern urban elementary *school* identified challenges experienced by students who were English language learners, impulsive, shy, or sensitive, and female. The findings highlight the critical nature of *school*-parent relationships in addressing student, family, and cultural factors that influence the successful implementation of bullying prevention programs.

Abstractor: As Provided

Number of References: 60

Language: English

Number of Pages: 14

Education Level: Elementary Education

Publication Type: Journal Articles, Reports - Research
• Use a databases’s thesaurus / subject terms to identify additional search terms
WHAT DATABASES SHOULD YOU BE FOCUSING ON?
EBSCO

– Academic Search Premier – strong coverage in psychology and the social sciences
– ERIC (Education Resources Information Center)
– Professional Development Collection
– PsycArticles
– SocIndex
• ProQuest
  – Multidisciplinary
• InfoTrac
  – Academic OneFile
  – Educator’s Reference Complete
  – Expanded Academic ASAP
  – Psychology Collection
DATABASE SEARCHING
Database Search Tips

• Limit your search to scholarly / peer-reviewed journals
  – Not everything you retrieve will be scholarly so evaluate each article you want to use

• If you need a lot of articles, do not limit your search to full text
  – Use Interlibrary Loan to get articles Lightner does not have access to
• Click on relevant articles and read abstracts
  – Look at keywords in abstracts for more ideas on search terms
• When you find a good article, look at its list of references for leads to additional articles
Relationships between Students' Mental Health and Their Perspectives of Life at School

Author(s): Askell-Williams, Helen; Lawson, Michael J.


Peer Reviewed: Yes

ISSN: 0966-4283

Descriptors: Mental Health, Student Attitudes, Child Health, Self-Disclosure (Individuals), Educational Experiences, Metropolitan Areas, Questionnaires, Early Adolescents, Emotional Problems, Hyperactivity, Behavior Problems, Interspersal Relationship, Motivation, Learning Strategies, Coping, Bullying, Friendship, School Safety, Intervention, Concept Mapping, Health Promotion, Likert Scales, Secondary School Students, Predictor Variables, Foreign Countries, Multivariate Analysis, Secondary Education

Abstract: The purpose of this paper is to explore relationships between students' self-reported mental health and their perspectives about life at school in metropolitan Adelaide, South Australia. The Design/methodology/approach: The Strengths and Difficulties Questionnaire (SDQ) and a purpose-designed Living and Learning at School Questionnaire (LLSQ) were administered to 1,715 early adolescents in school Years 7-9. Correspondence analysis, which is a perceptual mapping technique available in SPSS, was used to examine relationships between students' SDQ subscale scores (Emotional Symptoms, Hyperactivity, Conduct Problems, Pro-social Skills) and the LLSQ subscale scores (Motivation, Learning Strategies, Coping with Schoolwork, Bullying). The analysis produced a two-dimensional visual display (a perceptual map) showing that students' abnormal, borderline and normal SDQ subscale scores were closely related to their low, medium and high LLSQ subscale scores, respectively. A clear Dimension (factor) emerged, showing a progression from mental health difficulties to strengths, in close association with students' reports about their school experiences. Research Limitations/Implications: Caution should be exercised when using the results to interpret events in other contexts. The limitations of self-report methods must be considered. Practical Implications: The two-dimensional visual display provides a powerful tool for dissemination of the findings of this study about students' perspectives to system-level and school-based personnel. This can inform the selection of intervention programs, such as strategies for self-regulation of emotions and learning behaviors, fostering friendships, and supporting academic achievement, that are related to positive mental health. Social Implications: This paper can inform school-level policies and practices, such as those relating to professional development to support teachers' and students' capabilities (e.g. to manage and prevent bullying) and thus influence the nature of the school experiences that shape students' perceptions. Originality/value: This paper adds students' perspectives to the emerging field concerned with designing programs for mental health promotion in schools.

Number of References: 95

Number of Pages: 20

Publication Type: Journal Articles; Reports - Research
WHAT IF YOU ONLY HAVE A CITATION?
Find an Article

• By Alice Harnischfeger
• Published in the journal entitled *Qualitative Report* in August 2015 and April 2018
• Does the library have access to either or both of them in full text?
Find a Journal Title

Showing results 1 through 1 of 1
for the search: Title begins with "QUALITATIVE REPORT"

Note: Alternate titles may have matched your search terms. Remove alternate titles
Refine Results: All | Journals Only | Books Only
Limit by: Peer Reviewed | Open Access

Qualitative report
ISSN: 1052-0147
03/01/2009 to Present in ProQuest Central
ProQuest Central (Alumni Edition)
ProQuest Central Essentials

Back to Top
Books

• Check out what Lightner has on your topic in books using the online catalog
• Their bibliographies may refer you to other relevant articles
WEB RESOURCES
JSTOR

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  – Older content is available for free as is some current content
• Use advanced search function & then select access type
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- Manage individual purchases
- Manage usage statistics (for library administrators)
- Use My Lists to organize lists of content on JSTOR.

Note: Items marked with * are required.

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Password *

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• Coverage wide-ranging not comprehensive
• Does not provide criteria for what it considers scholarly
• Results vary in quality
• Cannot limit to peer-reviewed and full-text
• Not all articles are free
Citation Help

- Try the LibGuide on APA Style

What is APA Style?

APA Style was developed by the American Psychological Association and refers to a set of guidelines and conventions used to format research papers, in-text citations, and lists of references. These guidelines dictate certain rules about how to do the spacing, font, margins, headers, and citations within your paper. By applying these rules, you can ensure that your instructor will focus on the content of your paper, rather than the manner of presentation.

Benefits of using APA Style:

- Your work will be easier to read and understand.
- Using rules on mechanics and style will improve your written communication skills.
- APA style provides a standard, consistent system for giving credit to others for their ideas. Following these guidelines will help you to avoid plagiarism in your writing.
- APA Style is widely accepted and is commonly used in professional publications.

The Order of Sections in Your APA Paper

The sections of your paper will follow a defined order: title page, abstract, main body, references. For each section, see the corresponding tab at the top of the page for the rules to follow for proper APA formatting.
Formatting Help

• Step-by-step videos to help with formatting

Citation Style: APA: Basic Formatting

Rules for Basic Formatting
APA style dictates a particular format for your paper. Before you begin typing your paper, set up your document in the following way:

- Change the font to Times New Roman and set the font at size 12.
- Double-space your paper. Remove any extra spaces between paragraphs.
- Leave uniform margins of 1 inch at the top, bottom, left and right of each page.
- Indent the first line of every paragraph. For consistency, use the tab key to indent.

View the video below to see how to do this in Microsoft Word 2016.

Template for APA in Microsoft Word
You can also start by downloading this APA template made by our librarians! Add your own information, delete the instructions, and all the formatting has been done for you! Download and save this template to keep it for future APA assignments.

APA Format Word Template
Citation Examples

Citation Style: APA: Citation Examples

Basic Citation Rules

Authors, Editors, Creators
Authors, editors, and creators are listed at the beginning of the citation with the last name first, followed by the first initial and the middle initial. If no middle initial is provided, then leave it out. The first and middle initial should each have a period, and there should be a space between them.

If the name of an author, editor, or creator is listed in the middle of the citation (such as with the “Book with An Editor and an Author” example), then the first and middle initial are first, followed by the last name.

Multiple authors are listed with commas in between them, even if there are only two. The last two authors have an ampersand (&) between them.

There is more information about citing authors on the Purdine OWL APA Guide.

Titles
Titles of books are italicized and in sentence case. Titles of articles are not italicized and in sentence case. Titles of journals (or periodicals) are italicized and in title case.

Subtitles occur after colons or dashes; use whichever one the source uses. The first word of the subtitle is capitalized. Some sources do not have subtitles.

Locations
Locations should always be listed with the state abbreviation if in the United States. Sometimes multiple locations are listed on a book. If so, use the first location listed or the main location.

Punctuation
Each major portion of the citation should end with a period. The end of the citation should also have a period, unless the citation ends with a URL or a DOI. Use the examples below to guide you in your use of punctuation in your citations.
**General Format**

**Summary:**
APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 6th edition, second printing of the APA manual, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the Publication Manual of the American Psychological Association, 6th edition, 2nd printing.

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**Last Edited:**
2016-05-13 12:00:24

Please use the example at the bottom of this page to cite the Purdue OWL in APA.

To see a side-by-side comparison of the three most widely used citation styles, including a chart of all APA citation guidelines, see the [Citation Style Chart](#).

You can also watch our APA video series on the [Purdue OWL YouTube Channel](#).

**General APA Guidelines**

Your essay should be typed, double-spaced on standard-sized paper (8.5” x 11”) with 1” margins on all sides. You should use a clear font that is highly readable. APA recommends using 12 pt. Times New Roman font.

Includes a page header (also known as the “running head”) at the top of every page. To create a page header/running head, insert page numbers flush right. Then type “TITLE OF YOUR PAPER” in the header flush left using all capital letters. The running head is a shortened version of your paper’s title and cannot exceed 50 characters including spacing and punctuation.

**Major Paper Sections**

Your essay should include four major sections: the Title Page, Abstract, Main Body, and References.

**Title Page**

The title page should contain the title of the paper, the author’s name, and the institutional affiliation. Include the page header (described above) flush left with the page number flush left.
Check all the ways by which you can access reference help from Lightner Library librarians:

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by email or an online form

by sending out silent thoughts of needing help (ESP)

by stopping by the reference desk

by calling Lightner Library