Research Process

Research is a life skill. You use it every day inside the classroom and out. Which smart phone should I buy? What college should I choose? Should I have this surgery? You apply the same modes of research in your coursework for papers, presentations, discussion posts, and more. It is crucial to know how to navigate through the research process. In doing so, you will gain lifelong skills of information literacy. The details for each step of the research process will vary depending on the topic, available research, and assignment or research goal, but the main idea behind each step will always remain the same. By developing a research strategy, you will be better able to focus on your topic, organize your search, manage your time efficiently, progress from general to specific resources, and understand when you have researched your topic thoroughly or if further examination is needed. These pages offer an introduction to the research process at a very general level. Use the Table of Contents to jump to a particular step in the research process, or read from beginning to end, to understand how research is done in an organized and efficient manner.

Finding a Research Topic

Which step of the research process takes the most time?
A. Finding a topic
B. Researching a topic
C. Both

How did you answer the above question? Do you spend most of your efforts actually researching a topic, or do you spend a lot of time and energy finding a topic? Ideally, you’ll want to spend fairly equal amounts of effort on both. Finding an appropriate and manageable topic can sometimes be just as hard as researching a topic. A good research topic will have a body of related research which is accessible and manageable. Identifying a topic with these characteristics at the beginning of the research process will ultimately save you time.

Finding a research topic that is interesting, relevant, feasible, and worthy of your time may take substantial effort so you should be prepared to invest your time accordingly. Considering your options, doing some background work on each option, and ultimately settling on a topic that is manageable will spare you many of the frustrations that come from attempting research on a topic that, for whatever reason, may not be appropriate.

Remember that as you are searching for a research topic you will need to be able to find enough information about your topic(s) in a book or scholarly journal. If you can only find information about your topic(s) in current event sources (newspapers, magazines, etc.) then the topic might be too new to have a large body of published scholarly information. If this is the case, you may want to reconsider the topic(s).

So how do you find a research topic? Unfortunately there’s no directory of topics that you pick and choose from, but there are a few relatively easy techniques that you can use to find a relevant and manageable topic.

For more information, see: Empire State College's Developing a Research Question

Topic Ideas Journal

The best way to pick a topic is to have plenty of time to think about it very early on. If you are in a dissertation track program then you will want to start thinking about potential topics as soon as your first course. Keep a Topic Ideas Journal where you can jot down any interesting research you’ve read, or areas of study that you would like to pursue further. This can be an invaluable way to recall ideas that you may forget as you progress through your program.

Explore Web Resources

Although not scholarly, the Internet will more than likely be your initial starting point for topic ideas and information. Start by searching for some of the keywords related to your area of interest to begin a very broad scan of the range of topics and information sources. Use keywords such as: trending news or trending topics, recent research, controversial issues, policy debates, and other relevant terms to locate recent news. Remember that using the Internet to find academic information takes a lot of hard work to carefully evaluate the good from the bad. See the Library’s Website Evaluation page to learn more about how you can determine if a web resource is a reliable, authoritative or even a scholarly information resource. Blogs can be a valuable source for information on trending issues, current events, recent research, debates and more. Scholars, associations, executives, innovative researchers, every day practitioners, and students are just some of the people who write blogs. Knowing about and reading blogs that are written by experts in the field, or relevant associations, may be an important step in identifying current studies and trends in a subject area. The website ResearchBlogging.org aggregates blog posts regarding recent peer-reviewed research and publications. Most online popular and news magazines have blog sections. Psychology Today offers a
large index of their blogs with a guide to their blogging experts' credentials. Harvard Business Review Blog Network features entries written by top executives and business leaders.

Research news websites are also good sources for the latest information in research. Headlines for recently published research can be found by searching by the keywords ‘research news’. Science Daily is a website that provides top headlines in recent research and discoveries in key topic areas like Health and Medicine, Education & Learning, Computers & Mathematics and more. EurekAlert!, sponsored by the American Association for the Advancement of Science, is a service that gathers and posts press releases from research organizations (universities, medical centers, government agencies, publishers). This is a great way to keep up with current research, learn about potentially interesting topics, and understand where the research in a particular field is heading.

Popular news sources and magazines can also be useful for finding out about the latest trends or research. News sources, like New York Times, Washington Post, National Public Radio, The Chronicle of Higher Education and more, will regularly report on research of interest to a general audience. Use the links provided in online articles or the informal in-text citation within the article to locate the original research publication. These resources can be found by conducting an internet search, or using NCU Library's Find a Resource tool to search for specific publications by title. You may also want to learn more about the differences between Academic and Popular Sources to better understand the use of these resources in your academic research.

Controversial topics and debates are useful for learning about different perspectives on the same issue. The website ProCon.org presents articles on current debates in the news and society. This site is directed toward students and educators. For a general internet search, try the keyword phrase “policy debate” to find trending or hot topics in the news or from policy institutes.

News feeds or alerts are another extremely useful tool to locate recently published research in a subject area. Subscribing to news feeds helps you stay up-to-date on the research that is being done in a specific field. Many websites offer ways to subscribe to their feeds. Tools like Feedly allow you to keep websites and news sources all in one place. A simple way to organize and streamline information is to use an RSS feed reader. This quick tutorial video explains how to choose an RSS feed reader and subscribe to a number of RSS feeds.

There are also many websites that offer news and journal table of contents alert services. One example is Google Alerts for news and other web content. Another site, Journal TOCs, a free service that collects and makes available Table of Contents for the top academic journals in a wide range of disciplines. On their website you can browse or search for research areas. A word of caution: with so many resources out there, you could quickly become overwhelmed with information being delivered daily. It is probably best to skim blogs and newsgroups until you settle on a specific idea, and then limit yourself to one or two key groups, newsfeeds, etc.

Open Access Resources can be invaluable for exploring your topic. These resources are freely available 'open access' documents from professional and trade associations, government agencies, non-profit organizations, research institutes, universities and other entities. These resources are not proprietary, meaning they do not require login or subscription (although occasionally for-profit associations may request that you create a free account to access their publications). They are good places to explore for statistics, reports, conference abstracts and proceedings, white papers, association newsletters, industry news and more. NCU Library maintains a collection of curated links organized by NCU disciplines and specializations, as well as related academic topics. Visit NCU Library's Open Access Resources collection or go to the Library's home page and select Open Access Resources under the Research Resources drop down menu.

Wikipedia or other online wiki sources are helpful for finding background information on a topic and getting ideas for keywords and phrases, but they should never be used as a cited reference in academic research. These sites can be useful for learning the basics of a topic that you are not familiar with. If the website entries provide references, these can be sources of scholarly information to explore further. Here is an example of an article with extensive references from academic books and journals on the topic of Mirror Symmetry. This article is also designated as a Feature Article by Wikipedia because meets specific criteria such as supporting claims with citations.

Remember, not everything you find on the Internet is appropriate to use as a resource in your research. For more guidance on how to evaluate information online, view the Library's Workshop Video on Website Evaluation. Informal channels of information, such as blogs and alert services, are invaluable resources that help you stay current and informed about your research area, and will provide assistance in directing you to the resources that are appropriate to use in your research.
Website Evaluation

The internet has made it possible for anyone to publish web pages. Most websites have not undergone a review process for inclusion in a collection, whereas the resources in the Library’s password-protected databases have. For these reasons, you should closely evaluate any Internet resources you find to ensure they contain balanced, factual information. Reliable internet resources may include peer reviewed journal articles, government reports, conference papers, industry and professional standards, scientific papers, news reports, and quick facts and figures. However, keep in mind that just because a website is well presented does not mean that it contains accurate information. Here are a few things you can look for in Internet resources to determine whether or not they are reliable sources of information.

- Can you identify the author of an Internet resource? If so, what do you know about this author’s education, work history, affiliations, additional publications, etc.?
- Can you find the date the Internet resource was last updated or published?
- Does the Internet resource cite the work of others?
- Does the content of the resource seem balanced and scholarly, or is it biased?
- Who published the Internet resource? Was the web page published by a business, university, government organization, or professional association?
- What is the intended audience for the Internet resource? Is it appropriate for university level research? Or is it geared toward secondary education or a more general audience?
- What is the domain of the Internet resource? If it ends in .org, .gov, or .edu it is more likely to be a scholarly source. If it ends in .com or .net it is less likely to be a scholarly source. Click here for a comprehensive list of common domain suffixes.

By addressing the questions above you can reasonably determine if an Internet resource is a reliable source of information. Click here to download a website evaluation worksheet.

For more information about evaluating websites, view the NCU Library Workshop Website Evaluation. Additional information can be found here:

- Credible Sources Count!
- Internet Detective

Explore Reference Resources

Reference resources are generally considered to be encyclopedias, dictionaries, handbooks, and thesauri. They provide concise summaries on theories, people, events, and other topics. The Library contains several reference databases which provide short and clear summaries on your potential research topics. You can access these resources by going to the Find an E-Book page in the library. The top reference resources in the Library include the following:

- Britannica Online is the full-text electronic version of the Encyclopedia Britannica
- CredoReference contains hundreds of reference books on a range of academic topics
- Ebrary is a vast collection of full-text academic books (including reference books) from university publishers
- PsychBOOKS contains full-text books and chapters from American Psychological Association’s collection
- Sage Knowledge is one of the top social sciences publishers of high level scholarly handbooks, major works, encyclopedias, dictionaries and journals

Reading encyclopedia or handbook entries on an idea that you are considering is a good way for you to see the big picture. This information can help you decide if the topic really is in line with your thinking, and whether you want to continue researching in that subject area. The same resources that you use to find a topic will also be useful in gaining background knowledge on that topic. For example, an encyclopedia article may provide a concise overview of your research topic. General knowledge is ideal for establishing familiarity with the research, while specific knowledge is useful for identifying advances in the field of research. Both types of knowledge are necessary in order to produce scholarly research. Remember: These types of resources should be thought of as preliminary or tangential, and may not always be used as cited references in your scholarly work.
Explore Books

Books, similar to reference resources, can provide much needed background information and history on a topic. Books are comprehensive and offer a broad viewpoint that is different from articles. Examining the history of a potential topic is important because you may find that your potential study had already been done fifty years ago. Not only are books great sources for reading about a potential topic, but they are great sources for discovering entirely new topics. For instance, you may be very interested in psychology and mental disorders, but not know much about the type of research in that field regarding how it is conducted, what it entails, and what research remains to be uncovered. Books give that broad subject overview and mention specific theories or research areas that you may want to pursue further. You will also identify some of the key researchers in the field (books on similar topics should be discussing the same researchers). These are researchers whose scholarly articles you will want to look for later.

A note of caution: books are often not peer reviewed. Therefore, read unedited books with caution; an edited book will list editors who are knowledgeable in the same field as the primary authors. Additionally, look for books published by university presses, as these books are reviewed by an editorial board and outside reviewers. Again, checking author submission guidelines can be helpful. You’ll find thousands of e-books in the Library. Go to the Find an E-Book page to see a list of the Library’s e-book databases. With thousands of e-books on many different subjects, Ebrary is a great database to start your search.

Explore Scholarly Articles

Remember that your goal at this point is to find a research topic, so you will want to cast a very wide net and conduct a broad search within your topic area. To explore academic or scholarly articles related to your topic, start by using the Roadrunner Search box located on the Library’s homepage. Roadrunner Search is a tool that searches approximately 95% of all of the Library’s databases.

Begin by conducting a broad search on keywords or a phrase related to your interest area, such as “financial crisis” or “personality disorders” or “distance learning”. You will quickly find that results returned will be very large! But this is a good starting point to begin noticing and exploring features of your area of interest:

- Start noticing the subject terms associated with your search results
- Scan abstracts by clicking Page Options and select Detailed to see abstracts and citations in one view.
- Start using limiters on the left-side menu – date, scholarly/peer-reviewed journals, subject and others to narrow your topic focus and scan the available research.

To learn more about how to navigate Roadrunner Search, with screen shots showing how to use Refine Results options and a detailed record view, see Roadrunner FAQs. You may also learn more about search strategies by viewing the Library’s Searching 101 Workshop Video.

As your focus begins taking shape, you can learn more about how to use limiters, subject terms and other database searching techniques, under Preparing to Search. Library databases also offer options to create a personal account and save searches or alerts related to your topic area. See Database Alerts and RSS Feeds and the Library’s FAQ Saving searches in EBSCOhost.

When you begin to notice research articles in your topic area, skim through the full-text of the articles for their Discussion, Conclusion or Future Research sections. Many scholarly articles will include a section near the end where the authors discuss avenues for future research. This section will highlight new research questions that the study raised, tangential research questions, or questions that have been around for a long time but have not yet been answered. You’ll want to carefully read the authors’ comments about the topics. You may discover research questions which guide you toward a topic area you would like to research. As you are combing through the literature, you need to make sure that your potential topic is still relevant to the discipline.

Dissertation Topics

Dissertation topics are a special subset of research topics. All of the previously mentioned techniques can, and should, be utilized to locate potential dissertation topics, but there are also some special considerations to keep in mind when choosing a dissertation topic.

The Northcentral University Dissertation Handbook describes an appropriate dissertation topic as one that is interesting, feasible, relevant, and worthy. You can read more about each of these considerations in the Doctoral Candidacy Resource Guide (available on the Dissertation Center website).

The criterion of feasibility is especially important when choosing a dissertation topic. You don’t want to settle on a topic and then find out that the study you were imagining can’t be done, or the survey or assessment instrument you need can’t be used. You also want to make sure that you select a topic that will allow you to be an objective researcher. If you select a topic that you have worked closely on for many years, make sure you are still open to new information, even if that information runs counter what you believe to be true about the topic. It is very important to think about these considerations beforehand so that you don’t get stuck...
during the dissertation process. Here are some considerations to keep in mind when choosing a dissertation topic:

- Access to the primary literature relating to your topic
- Access to secondary and supporting literature relating to your topic
- Access to the surveys and assessment instruments that you will need
- Access to the study group to conduct your study
- IRB approval for your study
- Access to equipment for your study, if needed

Note: published surveys and assessment instruments are generally NOT free. Due to copyright laws you will more than likely need to purchase the survey from the publisher in order to gain permissions to use in your own study. Unpublished surveys and assessments (usually found in the appendices of articles) may be freely available, but you will need to contact the author(s) to gain permission to use the survey in your research.

Looking at previously published dissertations is a great way to gauge the level of research and involvement that is generally expected at the dissertation level. Previously published dissertations can also be good sources of inspiration for your own dissertation study. Similar to scholarly articles, many dissertations will suggest areas of future research. Paying attention to those suggestions can provide valuable ideas and clues for your own dissertation topic. Note: dissertations are not considered to be peer-reviewed documents, so carefully review and evaluate the information presented in them.

The literature review section in a dissertation contains a wealth of information. Not only can the literature review provide topic ideas by showing some of the major research that has been done on a topic, but it can also help you evaluate any topics that you are tentatively considering. From your examination of literature reviews can you determine if your research idea has already been completed? Has the theory that validates your study been disproved by new dissertation research? Is your research idea still relevant to the current state of the discipline? Literature reviews can help you answer these questions by providing a compact and summative description of a particular research area.

Determining Information Needs

Once you find a potential topic, you will want to determine the types of information required to meet your research needs. Do you need primary or secondary sources, or a combination of both? What are popular resources and are they appropriate to use in academic research? Are you required to have peer-reviewed journal articles, or are scholarly articles sufficient? Where is the best place to look for different types of information, from clinical studies to statistics? How can grey literature be useful? When should you consider searching outside the library’s databases for research resources? Continue reading the topics in this section to learn about different types of information, and when you should be using each type.

Primary and Secondary Resources

Primary resources contain first-hand information, meaning that you are reading the author’s own account on a specific topic or event that s/he participated in. Examples of primary resources include scholarly research articles, books, and diaries. Primary sources such as research articles often do not explain terminology and theoretical principles in detail. Thus, readers of primary scholarly research should have foundational knowledge of the subject area. Use primary resources to obtain a first-hand account to an actual event and identify original research done in a field. For many of your papers, use of primary resources will be a requirement.

Examples of a primary source are:

- Original documents such as diaries, speeches, manuscripts, letters, interviews, records
- Creative works such as poetry, music, video

Secondary sources describe, summarize, or discuss information or details originally presented in another source; meaning the author, in most cases, did not participate in the event. This type of source is written for a broad audience and will include definitions of discipline specific terms, history relating to the topic, significant theories and principles, and summarizations of major studies/events as related to the topic. Examples of secondary sources include popular journal articles, books, encyclopedias, almanacs, and textbooks. Use secondary sources to obtain an overview of a topic and/or identify primary resources. Refrain from including such resources in an annotated bibliography for doctoral level work unless there is a good reason.

Examples of a secondary source are:

- Publications such as textbooks, magazine articles, book reviews, commentaries, encyclopedias
Academic resources, such as journals, academic books, and dissertations, undergo a formal evaluation process before publication. The peer review process is used by most scholarly journals, such as the New England Journal of Medicine. This helps to ensure high quality information and accuracy of results. Peer reviewed simply means that the manuscript has been reviewed by experts in the field. Click here for an example of the way one journal conducts their peer review process. Scholarly peer reviewed work and other published research (dissertations, scholarly books, etc.) attempt to add to the body of knowledge. That said, even though an scholarly article has been peer reviewed, it is still important that you critically evaluate it yourself, as some journals differentiate in acceptance standards. Remember that most of your resources for University work should be scholarly RESEARCH articles. A scholarly journal has sections like any other journal: editorials, book reviews, news, etc. These are not considered research articles, even though they are published in a scholarly/peer reviewed journal. You will want to make sure that you are focusing your efforts primarily on the research based articles.

Characteristics of primary/scholarly studies:
- Reference/bibliographic list
- Defined research question(s)
- Qualitative, quantitative, or mixed research method
- Sample(s) gathered from population
- Uses of measurement instrument to gather data
- Literature review
- Inferences made from findings
- Usually more than a single author
- Scholarly, academic language
- High page count
- Tables and figures of findings

Popular resources do not typically go through the same review process as academic resources; in many cases popular resources are reviewed by a single editor, who may or may not have expertise in the subject area. Popular resources are usually written for a broad audience and do not always use the same, formal language as authors of academic articles. Examples of popular resources include magazine and newspaper articles, websites, and wiki’s. Use popular resources to identify the latest trends and issues within your topic but do not rely heavily on these types of resources.

Characteristics of popular source articles:
- Uses short sentences and simple language
- Author reports information from interviews or second hand sources
- Sometimes the author is not listed or qualifications are not indicated
- Bibliography or references usually not included
- Usually illustrated with colorful photographs

For more information about scholarly and popular resources:
Vanderbilt University, Peabody Library's Scholarly vs. Popular Periodicals tutorial
University of Pennsylvania, Penn Library's Scholarly and Popular Resources chart

Scholarly and Peer-Reviewed Journals

Scholarly journals are journals which are well respected for the information and research they provide on a particular subject. They are written by experts in a particular field or discipline and their purpose is to advance the ongoing body of work within their discipline. These articles might present original research data and findings, or take a position on a key question within the field. They can be difficult to read, because their intended audience is other experts and academics, but they are the capstone when it comes to authoritative information.

Scholarly journals are oftentimes peer reviewed or refereed. A peer-reviewed or refereed article has gone through a process where other scholars in the author’s field or discipline critically assess a draft of the article. Please keep in mind that not all scholarly journals go through the peer-review process. However, it is safe to assume that a peer reviewed journal is also scholarly. In short, “scholarly” means the article was written by an expert for an audience of other experts, researchers or students. “Peer-reviewed” takes it one step further and means the article was reviewed and critiqued by the author’s peers who are experts in the same subject area. The vast majority of scholarly articles are peer reviewed, but if you want to be absolutely sure that your scholarly resource is also peer reviewed please see the next paragraph.

If you need help determining whether a scholarly journal is peer reviewed or refereed we recommend using the Ulrichsweb database. Ulrichsweb is the authoritative source of bibliographic and publisher information on more than 300,000 periodicals of all types including academic and scholarly journals.
Grey Literature

Grey literature is literature produced by government, academics, business and industry in print and electronic formats, but which is not controlled by commercial publishers. Therefore, grey literature can at times be difficult to identify and obtain. It includes theses and dissertations, conference papers and proceedings, research reports, government documents, technical notes and specifications, proposals, data compilations, etc. Often grey literature does not have an international standard book number (ISBN) or an international standard serial number (ISSN).

It is crucial to note where the term “grey literature” derives from. Grey literature comes from the uncertainty of the status of this information. Grey literature is essentially any document that has not gone through peer review for publication. You may be questioning what is the benefit of looking at this type of literature if it is not peer reviewed? The benefit is that grey literature can be published much more quickly since it does not have to be subjected to the lengthy peer-review process. As a result, in cases where there may not be much information on a topic in peer-reviewed research, grey literature may prove a very valuable source of information. Learn more about Grey Literature [here](#).

Previously published dissertations and theses can be a great source of inspiration for your own dissertation topic. You can access millions of full-text dissertations and theses from NCU Library. Go to the Library’s [Dissertation Resources](#) page to see a list of databases. You can specifically access dissertations from Northcentral University alumni in the Dissertations database. Or you can explore the 1.2 million full-text dissertations available through ProQuest Dissertations and Theses. For more information on choosing a dissertation topic, see the Dissertation Topics page of the Research Process.

Conference papers and proceedings can be challenging to find because they may take several years to be published or may not be published at all. They can be published in various formats including books, abstracts, and journal articles; and, they may be deposited only in an author or institutional repository. Some Library databases, like ProQuest, make it easier to search for these types of documents by allowing you to limit your search to Source type.

Government documents are an important primary source of information on a wide range of issues. Most government documents can be found through government websites. [usa.gov](#) is the official web portal for the U.S. government. The [U.S. Government Printing Office](#) (GPO) is another useful gateway to locating published government documents.

Research reports contain the results of research projects, investigations, and surveys, and are usually published by the funder or the body undertaking the research. They can be found by searching the websites of subject associations and research organizations in addition to NCU Library’s databases. The [American Association for Cancer Research (AACR)](#) is an example of a research organization that provides access to its publications via its website.

Preparing to Search

Once you have selected a topic and reviewed general resources, you must decide what exactly interests you most about your...
topic. For example, you may have chosen globalization as a topic, but when you run a search for globalization in the Library databases, you get over 12,000 results! In a situation like this you will need to narrow your search. What about globalization interests you? Try adding some keywords to globalization to come up with a smaller, more manageable, set of search results. You may also find that your research topic is much too narrow, or focused. Trying to look for articles about the effects of globalization on outsourced employees living in Hyderabad, India, will more than likely return zero results. In this situation you need to broaden your topic by taking away some keywords or being less specific about your research topic.

globalization = too broad globalization on outsourced employees living in Hyderabad, India = too narrow globalization on outsourced employees = manageable topic

As mentioned above, it's important to choose a topic that is not too narrow or too broad. It is also helpful to select a topic where you can effectively explore relationships, i.e., globalization and human rights. Try forming your keywords into a question. Using the example of globalization and human rights, you may come up with the following: Is there a relationship between globalization and the human rights of workers from local host countries? By posing your research topic as a question, the resources you will need become clear.

keywords = globalization, human rights, outsourced employees research question = Is there a relationship between globalization and the human rights of workers from local host countries?

As you continue searching, refine your search by adding or combining different key words that further explore your topic. You may find you need to modify your question. Carefully read and evaluate scholarly research articles to determine their suitability and validity. Use information from selected articles to form a response to your question. Your conclusions can then serve as your hypothesis/thesis statement that will direct your paper. Using the above example, we might end up with the following hypothesis: If human rights are negatively affected by globalization, then a universal code of human rights may positively affect the rights of workers in local host countries.

Understanding how to narrow or broaden your topic as well as learning how to turn your topic from a research question into a hypothesis statement can be helpful. It’s not only important to recognize when these steps need to occur, but it’s important to know what to do to carry out these steps. Once you have developed a hypothesis/thesis statement, you will want to begin thinking about the type of information you need and the best approach to finding it. The following pages will describe techniques for searching in the Library's databases.

**Keyword Searching**

Keyword searching is generally what you use when you are first beginning a search. Try to break down your topic or research question into the overall main ideas; these main ideas become simple keywords which you may use to search a Library database. Similar to the [Topic Ideas Journal], keep a **keyword list** when you are researching a topic. This will help you remember the words you have already tried searching, the combinations you have used, and any new words you noticed in search results that you want to try in your searches later.
Boolean Operators

Library databases use Boolean operators to combine keywords in database searches. The Boolean Operators use the words AND, OR, NOT to combine keywords and thus broaden or narrow your search results. Here are some examples of these operators:

Using the Boolean Operator AND will narrow your search results. In this case, using AND will retrieve search results containing both keywords globalization and human rights.

Using the Boolean Operator OR will broaden your search results. In this case, using OR will retrieve search results containing either the keywords globalization or human rights.
Using the Boolean Operator NOT will narrow your search results. In this case, using NOT will retrieve search results containing the keyword globalization but will not retrieve search results containing the keyword human rights.

For more information about Boolean operators and how to effectively use them, watch a [Boolean Operators tutorial](#).

**Nesting**

When conducting research, often times your topic will have ideas or concepts that can be expressed multiple ways. For example, teenagers might also be described as adolescents, youth, teens, or young adults. Higher education might also be referred to as post-secondary education, tertiary education, colleges or universities. Online learning might also be referred to as distance learning, virtual learning, e-learning, or even correspondence school.

To retrieve the broadest set of search results, you may include several variations of your search terms using the "nesting" approach. Nesting uses parentheses ( ) to keep concepts that are alike together, and to tell the database to look for search terms in the parentheses first. Nesting also uses the Boolean operator OR to connect like terms and the Boolean operator AND to connect the like terms to the rest of the search. For example, in the nested search below, the database will first find any of the words in parentheses and then look for the second term depression.

(teenager OR teen OR adolescent OR youth OR young adult) and depression

You may also use nesting when you are interested in two different aspects of a topic. For example, if you were looking for symptoms and treatments for schizophrenia, you might use a search like this:

(symptoms OR treatments) AND schizophrenia

Aside from broadening our search, why is nesting so important? Searches may yield vastly different results if the parentheses are omitted. Let's take a look at an example with and without nesting to illustrate.

“community college” AND (leadership OR administration) “community college” AND leadership OR administration

In the first example, a search for “community college” AND (leadership OR administration) will yield records that deal with either community college leadership or community college administration. This is an effective search.

However, in the second example, a search for “community college” AND leadership OR administration (with parenthesis omitted) will yield records that deal with community college leadership, or deal with administration alone. In this example, we see failure to include the parentheses disconnects the term "administration" from the rest of our search. This is likely to lead to an overwhelming number of irrelevant articles in your search results.
In databases such as Roadrunner and EBSCOhost, which provide drop down boxes containing the Boolean operators AND, OR and NOT, it is easy to inadvertently search without using proper nesting. For example, for the reasons discussed above, you will not want to set up your search like this:

![Search Engine Image]

Instead, you will want to use the nesting technique within a single search box, as shown below.

![Search Engine Image with Nested Query]

As we see in the example above, we are using nesting alongside the phrase searching technique. Note that you can use nesting with other advanced search techniques to build more complex searches, such as the one shown below.

(alcohol OR drug OR (substance N3 abuse)) AND (teenagers OR adolescents)

It is also important to note that there may be some Library databases where nesting is not possible. We recommend clicking on the database help link (typically located in the upper right corner) to help determine if nesting is appropriate. You may also contact the Library with any questions.

**Subject Terms and Database Thesauri**

**Subject terms**, also called controlled vocabulary, are specific words that have been assigned by a database to describe each book or article within. Library databases use searchable thesauri to arrange these subject terms. It is possible to search for articles using subject terms from database thesauri, rather than using keywords. You can also use thesauri for ideas on keywords to use in your database searches when you aren’t quite sure which keywords to try. Type in the term that best describes your topic and see what the thesaurus has that might better describe that topic and search with that word instead. Using the thesaurus can help you figure out which synonym to use, which spelling to use, or which combination of terms to use.

Since subject terms reflect the main focus of the book or article, searching by subject may be a quick way to narrow your results to a particular topic. However, subject searching should be used as a second step. Try a keyword search first, then see what subjects are recommended to you, or look at the subject headings for useful search results. Try adding those to the keyword search, or searching the subjects alone.

A lot of databases will show you “Suggested Topics” or “Suggested Subjects” once you have run your search. Look for these suggestions to find subject words that are related to your keyword search. Below is an example from ProQuest:

![ProQuest Thesaurus Suggested Topics]

Using a database thesaurus or subject words is great as a starting point if you are struggling with finding keywords and need to learn about the terms that the database uses.

Not all databases have searchable thesauri, but many do. Look for a link that says “thesaurus,” “topics,” “subjects,” “descriptors” or “related terms.” Or look for the Advanced Search functionality. Some databases, like ProQuest, will also display subject terms from the thesaurus on your search results page. Using the thesaurus or suggested subject terms will help you broaden or narrow your topic and pick the appropriate terminology to find useful search results.
Truncation and Phrase Searching

Truncation lets you search for a word that could have multiple endings. The symbol for truncation is usually an * at the point where the spelling of the word could change. For example, PTSD AND music* would find articles with the terms PTSD and music/musical/musician/musicians/musicality in them. Truncation is very useful when you know one of your search terms has several endings, but all of the variations represent basically the same idea. Using truncation will help you complete your search faster because you will not have to manually type in and search every variation of the word.

Phrase searching narrows your search results by allowing you to define precisely how you want the words to appear. For example, if you are searching for information on job satisfaction then you are probably looking for those two words to appear right next to each other, with no other words in between, in the text of the document. To make sure that the database searches this correctly you can put quotation marks around your search term and force the database to search this as a phrase.

Be careful when you use phrase searching; if you put too many words in quotations the database will most likely not find any results. You want to only use phrase searching on established phrases - words that you can reasonably expect other authors used.

Proximity Searching

Proximity searching allows you to search based on how closely, and in what order, two or more search terms appear in the search results. This is useful when you are looking for concepts that might be expressed by multiple different phrases. For example, if you did a regular phrase search for "curriculum theories," you would not retrieve documents mentioning theories of curriculum, theories involving curriculum, theories about curriculum, or other similar phrases. But, if you were to do a proximity search, and look for the term curriculum appearing within a number of certain words (or less) of the term theories, you would be able to retrieve many phrases formed with those words.

Proximity searches use operators to designate how closely, and in what order, you want the search terms to appear. Typically the proximity operators are composed of a letter (N or W) or word (NEAR) and a number (to specify the number of words appearing between your search terms). Databases vary significantly for the highest number you can select, anywhere from 10-255. Remember, the lower the number, the narrower the search.

For example, curriculum N3 theories would search for curriculum within 3 words of theories, in any order. Curriculum W3 theories would search for curriculum within 3 words of theories, in the exact order in which you entered them. In this case, a "within" search is narrower since it is dependent on the exact order of the terms. So, curriculum W3 theories may pull up articles about curriculum design theories or curriculum reform theories, but not theories of curriculum design or theories of curriculum reform, as would a search for curriculum N3 theories.

However, it is important to keep in mind that different databases use different proximity operators. Check the help menu of the database you're searching to find out what symbols it uses. Included below are examples of proximity searches in popular NCU Database.
EBSCOhost and Roadrunner

The below search in Roadrunner would retrieve results containing the term strategy or strategies within 8 words of the term teaching (in any order) AND the exact phrase “inclusive classroom.”

Gale Academic OneFile

The below search in Gale Academic OneFile would retrieve results containing the term memory within 8 words of the term repressed (in any order) AND the term therapy.

ProQuest

The below search in ProQuest would retrieve results containing the term employee within 5 words of the term retention (in any order) AND either the term manager or the term supervisor. Note that in ProQuest, there is no N or Near operator, and the W/# operator retrieves the terms in any order.
ScienceDirect

The below search in ScienceDirect would retrieve results containing the term school within 4 words of the term readiness (in any order) AND the exact phrase “teacher perception.”

Web of Knowledge

The below search in Web of Knowledge would retrieve results containing the term information within 7 words of the term security (in any order) AND either the term hospital or the exact phrase “medical center.” Note that in Web of Knowledge you must enter the full word NEAR rather than just the letter N.
The below search in Google would retrieve results containing the exact phrase "emotional intelligence" within words of the term instrument (in any order). Click here for additional tips on using the Google Proximity Search.

Search Limits

Databases offer various search limits, or ways to limit the articles you see in your search results, so it is important to spend some time looking at the search page of a database if you are unfamiliar with it. The most common limits in a database are the full text limit (only returns full text articles in your search results), the scholarly/peer reviewed limit (only returns scholarly/peer reviewed articles in your search results), and the publication date limit (allows you to specify when you would like the search results articles to have been published).

Looking at the search limits in a particular database can also give you clues about the content of the database. Do you see a scholarly/peer reviewed limit? If not, it probably means that the database you are searching is already ONLY scholarly/peer reviewed. Nevertheless, it is good practice to review author submission guidelines to determine if manuscripts are peer reviewed. The easiest method for locating author submission guidelines is to search the Web
for the journal. This is critical if your mentor is requiring use of scholarly, peer reviewed articles. You can also use Ulrichsweb to identify if a journal is peer-reviewed. See this FAQ: Peer-Reviewed Journals to learn more.

Note: Every time you run a new (or modify) your search you will need to ensure that the limits you originally set are still in place. Otherwise it is possible that your search results might return scholarly but not peer reviewed work.

Field Codes

Searching in a database using different fields can be a powerful way to narrow your results. A field is a specific part of a record in a database. Common fields that can be searched are: author, title, subject, and abstract. When using the Advanced Search screen in Roadrunner Search and databases, look for drop down boxes or menus to select the field you want to search. Multiple fields may be combined using Boolean operators. The default field for most databases may be called ‘keyword’ or ‘anywhere’. By keeping this default, the database will search in any indexed field. But using specific field codes in combination with other search techniques can produce more precise searches. Below are examples of different options for using field codes in Roadrunner Search and other databases.

Roadrunner Search Title (TI) Search – Use this code to quickly locate a specific article by title in the Library’s databases. Simply copy and paste the article’s title into the Roadrunner Search box on the Library’s home page and change the drop-down menu from Keyword to Title. Then click Submit. See the Finding Specific Articles FAQ for more details.
Title (TI) – Limit your search terms to the title of a resource. This would be the most narrow type of search and may not yield the widest range of resources or scholarly articles on your topic.

Author (AU) – Limit your search to author(s) name. See the Authors FAQ.

Subject Terms (SU) – Narrow your search terms to a subject category. Note: Sometimes the code DE (descriptor) is added to the search box when you click on a subject term hyperlink. See the Subject Terms and Database Thesauri page for more detailed information.

Abstract (AB) – Limit your search terms to the abstract of scholarly articles (or other resources that may have an abstract). This search is more narrow than limiting to subject terms but broader than limiting to title. This field code is especially useful when trying to locate articles that use specific research methodology such as empirical, qualitative, quantitative, case studies, etc. See the Dissertation Research Methods page and the Empirical Articles FAQ for more detailed information.

Less frequently used field codes include:
Journal Title or Source (SO) - limit search terms to the name of the publication. For a more comprehensive publication search, use the Library's Find a Resource tool.
ISSN (IS) – International Standard Serial Number – a standard eight-digit number that identifies serial publications (journals, magazines, newspapers, etc.).
ISBN (IB) – International Standard Book Number – a standard ten or thirteen-digit number used to identify books.

ProQuest Advanced Search

Offers the same range of field codes with slight variation in the terminology, plus “more options” that offer even more detailed fields, which are less frequently used for most academic research.
Other Databases that offer advanced searching with field codes:

Academic Video Online - Click Advanced Search in the upper right corner
ACM Digital Library - Click Advanced Search in the center right of the page
Annual Reviews - Click Advanced Search in the upper right corner under the orange Search button
Ebrary - Click Advanced to the right of the quick search box
ETS Test Link - Click Search the Test Link database and then click the Advanced Search tab
Films on Demand - Click Advanced Search on the right side of the menu bar
Gale Academic OneFile - Use the drop down menu next to each search box to select the field
PsychiatryOnline - Click Advanced Search in the upper right corner under the Search button
SAGE databases (Journals, Knowledge, Navigator, Research Methods & Videos)
ScienceDirect - Use the drop down menu next to each search box to select the field
Taylor & Francis Online
Web of Knowledge
Wiley Online Library

Databases that offer limited advanced searching options:

Britannica Online
Credo Reference
EdITLib Digital Library
ERIC - offers command line searching where users need to add the field name to their term. Click Advanced for the ERIC field names.
LexisNexis - offers Advanced Options and segment searching (similar to fields)
SpringerLink
Statista

Database Search Log

Keeping track of what progress you have made in your research is an important part of the research process. What databases have you tried? What search terms and limiters have you used? Did you discover new keywords that you would like to try in future searches? What search techniques have been successful and unsuccessful? Knowing the answers questions such as these can help prevent you from conducting duplicate research, or from overlooking valuable resources.

The Database Research Log is a simple tool to keep you on track during your database research. Download and save a copy of this log to record what search terms and techniques you have used or plan to use.
Finding Similar Resources

Have you located a scholarly article which is precisely on topic for your research? If so, you will probably want to find additional resources which are similar or related. Using a single article to locate more resources relevant to your topic is a very effective research technique. There are simple ways to do this, though these methods can sometimes be easily overlooked. The following pages will describe techniques for finding similar resources in the Library’s databases as well as outside of the Library.

Cited References

Your first step in finding similar resources should be to thoroughly examine the reference list of your article to identify the sources used by the author(s). Keep in mind that the sources included in the bibliography will be older, given that you are moving backwards in time. However, there may be seminal works or key authors on that topic which you will not want to overlook.

If a title listed in your article’s reference list looks particularly promising, you may want to search for this new article in the Library. You can easily do this by copying/pasting the article title into the Roadrunner Search box on the Library’s home page. Click here for further instructions on locating an article by title.

A number of Library databases will include hyperlinks to Cited References. While you can always review a list of references at the end of any scholarly or peer-reviewed article, a number of databases will make it simpler for you by providing a hyperlinked Reference list with full-text PDFs or link resolvers connecting you immediately to the full-text reference.

Below is a comprehensive list of Library databases with accompanying screenshots which provide hyperlinked Reference lists. Each individual reference will either have a PDF file available for immediate viewing or may feature our link resolver button, Article Linker.

Article Linker will connect you to the full text resource within another Library database if it is available. If Article Linker does not connect you to the full text, you may want to consider requesting the item through InterLibrary Loan (see Interlibrary Loan FAQs).

ACM Digital Library
Annual Reviews
EBSCOhost Databases
JAMA: Journal of the American Medical Association
Journal of College Student Retention
ProQuest Databases
Psychiatry Online
SAGE Journals Online
ScienceDirect
SpringerLink
Taylor & Francis Online
Web of Knowledge
Wiley Online Library
Robust principal component analysis?

Annual Reviews

Available only from the Full-Text HTML view
EBSCOhost Databases [not available in MEDLINE, OmniFile Full Text Select, or Regional Business News] Select the "References Available" limiter to only see results with hyperlinked Cited References.
Legal and Ethical Responsibilities Following Brain Death: The McMath and Muñoz Cases

Lawrence O. Gostin, JD

References

Approaching the Challenge of Student Retention through the Lens of Quality Control: A Conceptual Model of University Business Student Retention Utilizing Six Sigma

Lawrence O. Jenicke A1, Monica C. Holmes A1, Michael J. Pisani A1

A1 Central Michigan University

Abstract:
Student retention in higher education is a major issue as academic institutions compete for fewer students and face declining enrollments. A conceptual model of applying the quality improvement methodology of Six Sigma to the problem of undergraduate student retention in a college of business is presented. Improvement techniques such as cause and effect analysis, process maps and failure models, and effects analysis are illustrated with representative student retention variables and outcomes from a large midwestern university. The use of Six Sigma in academic settings is rare and its utilization to improve student retention is a novel application.

References:

☐ This article references 25 older articles...

Oxytocin and Reduction of Social Threat Hypersensitivity in Women With Borderline Personality Disorder

Katja Bertsch, Ph.D.; Matthias Gamer, Ph.D.; Brigitte Schmidt, M.D.; Ilinca Schmidinger, M.D.; Stephan Walther, Ph.D.; Thorsten Kästel, M.S.; Knut Schnell, M.D.; Christian Büchel, M.D.; Gregor Domes, Ph.D.; Sabine C. Herpertz, M.D.


View Author and Article Information

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An erratum to this article has been published | view the erratum

References

1 Lieb KP; Zanarini MC; Schmahl C; Linehan MM; Bohus M: Borderline personality disorder. Lancet 2004; 364:453–461 [CrossRef] [PubMed]

ScienceDirect

Click "Show Preview" to expand the References view.
Problems with the defetishization thesis: ethical consumerism, alternative food systems, and commodity fetishism

Ryan Gunderson

Abstract
The defetishization thesis claims alternative markets can lead to a more honest, less mystified relationship with food production and, in turn, strengthen civil society. Drawing from Maxian political economic and environmental sociological theory, I make three general claims: (1) capitalism is inherently ecologically and socially harmful; (2) “ethical” commodities derived from alternative markets cannot fundamentally counteract the pervasiveness and scale of (1); and, because of (1)...

Taylor & Francis Online

Web of Knowledge
Empowering pyromaniacs in Madagascar: Ideology and legitimacy in community-based natural resource management

By: Kull, CA (Kull, CA)

Volume: 33 Issue: 1 Pages: 57-78
DOI: 10.1111/1467-7660.00240
Published: JAN 2002

Abstract

Search Results
There are 577 results for: yoga in All Fields AND addictions in All Fields

Yoga for addictions: a systematic review of randomised clinical trials
FOCUS ON ALTERNATIVE AND COMPLEMENTARY THERAPIES
Volume 19, Issue 1, March 2014, Pages: 1–8, Paul Posadzki, Jiae Choi, Myeong Soo Lee and Edzard Ernst
Article first published online: 29 JAN 2014, DOI: 10.1111/acp.12080

Efficacy

MEDITATION AND YOGA IN PSYCHOTHERAPY: TECHNIQUES FOR CLINICAL PRACTICE
Annellen M. Simpkins, C. Alexander Simpkins, Pages: 1–21, 2012
Published Online: 5 JAN 2012, DOI: 10.1002/pst.1182

Summary | PDF(176K) | Request Permissions
Citing Articles

Another resourceful method for uncovering similar resources is to take a look at the citing articles, or the articles which cited your original article. This can be an effective method particularly when you are looking for the latest research on your topic. You will be moving forward in time given that the citing articles are building off of the research established in your original article.

A number of Library databases will include hyperlinks to Citing Articles. Below is a comprehensive list of Library databases with accompanying screenshots which provide Cited By or Times Cited lists. Each individual reference will either have a PDF file available for immediate viewing or may feature our link resolver button, Article Linker.

Below is a comprehensive list of Library databases with accompanying screenshots which provide hyperlinked lists of citing articles. Each individual reference will either have a PDF file available for immediate viewing or may feature our link resolver button, Article Linker.

Article Linker will connect you to the full text resource within another Library database if it is available. If Article Linker does not connect you to the full text, you may want to consider requesting the item through InterLibrary Loan (see Interlibrary Loan FAQs).

- ACM Digital Library
- Annual Reviews
- EBSCOhost Databases
- Journal of Systemic Therapies
- Organization Science
- ProQuest Databases
- SAGE Journals Online
- ScienceDirect
- Taylor & Francis Online
- Web of Knowledge
- Wiley Online Library
- Google Scholar

ACM Digital Library
Robust principal component analysis?

Full Text: [PDF]

Authors: Emmanuel J. Candès, Stanford University, Stanford, CA
Xiaodong Li, Stanford University, Stanford, CA
Yi Ma, University of Illinois at Urbana-Champaign, Urbana, IL, Microsoft Research Asia, Beijing, China
John Wright

Published in:
Journal of the ACM (JACM) ACM Homepage archive
Volume 58 Issue 3, May 2011
Article No. 11
DOI: 10.1145/1870382.1870385

2011 Article
• Research
• Refereed

Bibliometrics
• Downloads (6 Weeks): 221
• Downloads (12 Months): 1,466
• Downloads (cumulative): 2,700
• Citation Count: 32

32 Citations


Xingdong Wang, Zhengdong Zhang, Yi Ma, Xiang Bai, Wenwu Liu, Zhuowen Tu, One-Class multiple instance learning via robust PCA for common object discovery, Proceedings of the 11th Asian conference on Computer Vision, November 03-09,
**Color Psychology: Effects of Perceiving Color on Psychological Functioning in Humans**

Annual Review of Psychology

Vol. 65, 95-120 (Volume publication date January 2014)
First published online as a Review in Advance on June 26, 2013
DOI: 10.1146/annurev-psych-010213-115035

Andrew J. Elliot1 and Markus A. Maier2

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2Department of Psychology, University of Munich, Munich 80802, Germany; email: markus.maier@psy.lmu.de

**Abstract**

Color is a ubiquitous perceptual stimulus that is often considered in terms of aesthetics. Here we review theoretical and empirical work that goes beyond color aesthetics to the link between color and psychological functioning in humans. We begin by setting a historical context for research in this area, particularly highlighting methodological issues that hampered earlier empirical work. We proceed to overview theoretical and methodological advances during the past decade and conduct a review of emerging empirical findings. Our empirical review focuses especially on color in achievement and affiliation/interaction contexts, but it also covers work on consumer behavior as well as food and beverage evaluation and consumption. The review clearly shows that color can carry important meaning and can have an important impact on people's affect, cognition, and behavior. The literature remains at a nascent stage of development, however, and we note that considerable work on boundary conditions, moderators, and real-world generalizability is needed before strong conceptual statements and recommendations for intervention can be made.
Cited by

Online publication date: 1-Sep-2013.
Abstract | PDF (342 KB) | PDF with links (348 KB)

Online publication date: 1-Sep-2013.
Citation | PDF (275 KB) | PDF with links (278 KB)

Online publication date: 1-Sep-2013.
Abstract | PDF (367 KB) | PDF with links (401 KB)

Organization Science
Crossroads—Organizational Performance as a Dependent Variable

James G. March
Scandinavian Consortium for Organizational Research, 509 Ceras, Stanford University, Stanford, California 94305-3084,

Robert I. Sutton
Haas School of Business, University of California, Berkeley, California 94720,

Permalink: http://dx.doi.org.proxy1.ncu.edu/10.1287/orsc.8.6.696
Published Online: December 1, 1997
Page Range: 698 - 706

Cited by
SAGE Journals Online

SAGE Journals Online will connect you to citing articles via Google Scholar. SAGE also allows you to set up an email alert whenever that article is cited.
Autism Spectrum Disorder and the Inclusive Classroom
Effective Training to Enhance Knowledge of ASD and Evidence-Based Practices

Lise Leblanc
Algonquin Child and Family Services Nipissing University Hands, The Family Help Network

Warnie Richardson
Algonquin Child and Family Services Nipissing University Hands, The Family Help Network

Kimberly A. Burne
Algonquin Child and Family Services Nipissing University Hands, The Family Help Network

Abstract
The authors examine the influence of autism training sessions on a group of beginning teachers. The results of the study indicate that even a limited amount of professional development and/or training, strategically placed within the confines of a teacher training program, can both significantly increase participants’ perceptions and.
Taylor & Francis Online

Citations are available from the article record page directly below the abstract.
Celebrity worship; p, add et; on and crime; naHty

Abstract

Two studies assessed the relationship between celebrity and criminality (n=2158). Overall Celebrity Attitude Scale (CAS) scores correlated positively with the current work. Different types of celebrity worship were associated with preferences for celebrities from particular domains. For instance, those scoring highly on the “Deleterious Imitation” component favoured music celebrities, as opposed to political figures. It was concluded that pathological celebrity worshippers are seeking a personal identity and are drawn to particular celebrities. Imitating these celebrities can have negative consequences for the worshipper.

Keywords

Celebrity, addiction, crime

Related articles

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References

Citation

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You can also view the most cited articles (within the last 3 years) for that journal using the navigation to the left of your article record page.

Web of Knowledge

Citing articles are available from the article record page to the right of the citation and abstract.

Web of Knowledge also allows you to set up a citation alert so that you are emailed whenever that article is cited.
There is an additional feature available from Web of Knowledge called the **Citation Map**. A Citation Map is a graphical representation that shows the citation relationships (cited references and citing articles) between a paper and other papers using various visualization tools and techniques. Using citation mapping, you can analyze which researchers are citing your papers. You can also choose to organize and color code the results by author, year, journal title, subject category, and more. The citation map can be useful for a number of reasons including seeing the impact your original article has over diverse multidisciplinary subject fields, to see how widespread a paper has been distributed and read, and to see which institutions cited and were cited by the original article.

![Citation Map Image]

Wiley Online Library
Google Scholar

Google Scholar is a freely accessible web search engine that indexes the full text of scholarly literature across an array of publishing formats and disciplines. To access Google Scholar go to [http://scholar.google.com/](http://scholar.google.com/).

To make searching in Google Scholar more effective, we recommend linking your Google Scholar account to NCU Library. See our [FAQ](#) for instructions on how to do so.
Examining the keywords and subject terms assigned to your article may also assist you with locating similar or related sources. You should notate these assigned terms somewhere and then use them to conduct new searches in the Library’s databases.

Combined Effects of Positive and Negative Affectivity and Job Satisfaction on Job Performance and Turnover Intentions.

Authors: Bruccunno, Davide; dbruccunno@brocku.ca
Raja, Usman
Bull, Arif Naval

Source: Journal of Psychology Mar 2013, Vol. 147 Issue 2, p105-118

Language: English

Subject Terms: Job satisfaction
Job performance
POSITIVE & Negative Affect Schedule
AFFECT (Psychology)
TURNOVER (Business)
FOOD processing plants
REPRESSION analysis
EMPLOYEES
ELECTRONIC data processing - Data entry

Keyword(s): job performance; job satisfaction; negative affectivity; positive affectivity; turnover

Looking at the article above, for example, we could identify our most relevant subject terms and then conduct an Advanced Roadrunner Search for those subject terms, as shown below. Keep in mind that you may retrieve a small number of search results; however, these results should be very closely related to your original article.
Some databases, like ProQuest, will list the subject (or indexing) terms, giving you the ability to build new searches right from the record page using the subject terms associated with your original article. This can help you create a very precise search and in turn retrieve highly relevant results related to the original article.

Human-Animal Bonds II: The Role of Pets in Family Systems and Family Therapy

Abstract (summary) Translate
The vast majority of pet owners regard their companion animals as family members, yet the role of pets in family systems and family therapy has received little attention in research, training, and practice. This article first notes the benefits of family pets and their importance for resilience. It then examines their role in couple and family processes and their involvement in relational dynamics and tensions. Next, it addresses bereavement in the loss of a cherished pet, influences complicating grief, and facilitation of mourning and adaptation. Finally, it explores the ways that clients' pets and the use of therapists' companion animals in animal-assisted therapy can inform and enrich couple and family therapy as valuable resources in healing.

Full text Translate | Turn on search term navigation
Headnote
The vast majority of pet owners regard their companion animals as family members, yet the role of pets in family systems and family therapy has received little attention in research, training, and practice. This article first notes the benefits of family pets and their importance for resilience. It then examines their role in couple and family processes and their involvement in relational dynamics and tensions. Next, it addresses bereavement in the loss of a cherished pet, influences complicating grief, and facilitation of mourning and adaptation. Finally, it explores the ways that clients' pets and the use of therapists' companion animals in animal-assisted therapy can inform and enrich couple and family therapy as valuable resources in healing.

Keywords: Companion Animals | Pets in Family Systems | Pets in Family Therapy and/or Couple Therapy | Animal-Assisted Family Therapy | Pet Loss/Bereavement

Fam Proc 48:481-499, 2009

Refer to Subject Terms and Database Thesauri page for further instruction on conducting a Subject search.

Find Related Results
Some databases have gone one step further by automating the process to locate similar or related research. This feature is typically distinguished by a link to "similar articles", "related articles", "recommended articles" or "find more like this." Click on these links to pull up results that may be similar to your original article.

In Roadrunner Search and the EBSCOhost databases, this feature is called "Find Similar Results" and is available on the left-hand side of the screen, as shown below.
Note that when you click on the “Find Similar Results” link, Roadrunner (or EBSCOhost) will not keep any applied limiters, such as full text or scholarly/peer reviewed journals. You will need to add those back to your search on the results screen. Often times, this method of finding similar or related research results in an overwhelming number of hits. However, results are ranked by relevancy which means that the most similar articles should appear at the top of your list of results.

Below is a comprehensive list of Library databases with accompanying screenshots which provide links to similar, related, or recommended articles.

Annual Reviews
Britannica Online
Credo Reference
EdIT Digital Library
JAMA: Journal of the American Medical Association
Journal of the International Neuropsychological Society
Psychiatry Online
ScienceDirect
SpringerLink
Teachers College Record
Taylor & Francis Online
Web of Knowledge
Wiley Online Library
Google Scholar
Annual Reviews

This database provides links to MORE LIKE THIS as well as USERS ALSO READ. With these two options, you can view similar articles or take a look at what readers of your original article are also reading.

Directly below these options there is a third option to FIND RELATED REVIEWS. You may search for articles by the same author(s) or articles which contain the same keywords.
ABSTRACT

Performance enhancing polymorphisms (PEPs) are examples of natural genetic variation that affect the outcome of athletic challenges. Elite athletes, and what separates them from the average competitor, have been the subjects of discussion and debate for decades. While training, diet, and mental fitness are all clearly important contributors to achieving athletic success, the fact that individuals reaching the pinnacle of their chosen sports often share both physical and physiological attributes suggests a role for genetics. That multiple members of a family often participate in highly competitive events, such as the Olympics, further supports this argument.

In this review, we discuss what is known regarding the genes and gene families, including the mitochondrial genome, that are believed to play a role in human athletic performance. Where possible, we describe the physiological impact of the critical gene variants and consider predictions about other potentially important genes. Finally, we discuss the implications of these findings on the future for competitive athletics.

Go to full-text...
John Dewey, (born Oct. 20, 1859, Burlington, Vt., U.S.—died June 1, 1952, New York, N.Y.), American philosopher and educator who was a founder of the philosophical movement known as pragmatism, a pioneer in functional psychology, and a leader of the progressive movement in education in the United States.

Dewey graduated with a bachelor's degree from the University of Vermont in 1879. After receiving a doctorate in philosophy from Johns Hopkins University in 1884, he began teaching philosophy and psychology at the University of Michigan. There his interests gradually shifted from the philosophy of Georg Wilhelm Friedrich Hegel to the new experimental psychology being advanced in the United States by G. Stanley Hall and the pragmatist philosopher and psychologist William James. Further study of child psychology...
Does Participation In A Faculty Distance Education Mentoring Program Comprehensively Improve Teaching Methods?

ARTICLE

Janet Buckenmeyer, Emily Hixon, Casimir Barczyk, Lori Feldman, Purdue University Calumet, United States

International Journal on E-Learning Volume 12, Number 2, March 2013 ISSN 1537-2456 Publisher: Association for the Advancement of Computing in Education (AACE), Chesapeake, VA

Abstract

JAMA: Journal of the American Medical Association

Adjuvant Chemotherapy With Gemcitabine and Long-term Outcomes Among Patients With Resected Pancreatic Cancer
The CONKO-001 Randomized Trial

Helmut Gattinger, MD, PhD; Peter Neuhaus, MD, PhD; Andreas Hochhaus, MD, PhD; Jorg Thomas Hartmann, MD, PhD; Klaus Dellert, MD, PhD; Karsten Riedwald, MD, PhD; Marco Niedergethmann, MD, PhD; Carl Zulecke, MD, PhD; Joerg Falchik, MD, PhD; Michael B. Arning, MD, PhD; Marianne Sitte, MD; Axel Hanke, PhD; Hanno Rieß, MD, PhD

[⁎] Author Affiliations


ABSTRACT

ABSTRACT | METHODS | RESULTS | DISCUSSION | CONCLUSION | ARTICLE INFORMATION | REFERENCES

Importance The prognosis for patients with pancreatic cancer is poor, even after resection with curative intent. Gemcitabine-based chemotherapy is standard treatment for advanced pancreatic cancer, but its effect on survival in the adjuvant setting has not been demonstrated.

Objective To analyze whether previously reported improvement in disease-free survival with adjuvant gemcitabine therapy translates into improved overall survival.
Psychiatry Online

Related content is available from the right hand panel and includes editorials, articles, books, topic collections, psychiatric news, APA guidelines, and PubMed articles.
Abstract

**Objective.** Patients with borderline personality disorder are characterized by emotional hyperarousal with increased stress levels, anger proneness, and hostile, impulsive behaviors. They tend to absorb anger to ambiguous facial expressions and exhibit enhanced and prolonged reactions in response to threatening social cues, associated with enhanced and prolonged amygdala responses. Because the intranasal administration of the neuropeptide oxytocin has been shown to improve facial recognition and to shift attention away from negative social information, the authors investigated whether borderline patients would benefit from oxytocin administration.

**Method.** In a randomized placebo-controlled double-blind group design, 40 nonmedicated, adult female patients with a current DSM-IV diagnosis of borderline personality disorder (two patients were excluded based on hormone analyses) and 41 healthy women, matched on age, education, and IQ, took part in an emotion classification task 45 minutes after intranasal administration of 26 IU of oxytocin or placebo. Dependent variables were latencies and number of initial reflexive eye movements measured by eye tracking, manual response latencies, and blood-oxygen-level-dependent responses of the amygdala to angry and fearful compared with happy facial expressions.

**Results.** Borderline patients exhibited more and faster initial fixation changes to the eyes of angry faces combined with increased amygdala activation in response to angry faces compared with the control group. These abnormal behavioral and neural patterns were normalized after oxytocin administration.

**Conclusions.** Borderline patients exhibit a hypersensitivity to social threat in early, reflexive stages of information processing. Oxytocin may decrease social threat hypersensitivity and thus reduce anger and aggressive behavior in borderline personality disorder or other psychiatric disorders with enhanced threat-driven reactive aggression.

ScienceDirect

ScienceDirect features hyperlinks to "Recommended articles" and "Related reference work articles". Recommended articles are determined using a form of collaborative filtering where articles that have been read, within a limited time window, by readers of the current article are selected. Order of presentation is based on recency, overall popularity and reputation of the articles. Related reference work articles will display reference work entries such as handbooks, encyclopedias, and dictionaries related to your original article.
Abstract

Institutions of higher education are increasingly asking students to use the online environment, or virtual campus, when carrying out business related to college life. In this paper, we report findings from a study conducted to learn more about the experiences of college students with learning disabilities as they interacted with this virtual campus. Sixteen college students with documented learning disabilities were observed and interviewed while completing eight tasks in a virtual campus environment. Tasks were chosen from those typically performed by college students and included such items as locating the email address of an instructor, locating a journal article in the library’s online database, and identifying the textbook for a course on the bookstore webpage. Findings indicate that these participants were both successful and not successful in task completion within the virtual campus. Factors that impacted performance included features of the virtual campus and participants’ implementation of cognitive and behavioral strategies.
Teaching to and Beyond the Test: The Influence of Mandated Accountability Testing in One Social Studies Teacher’s Classroom

by Jacob Neumann

Background/Context: The nature of the impact of state-mandated accountability testing on teachers’ classroom practices remains contested. While many researchers argue that teachers change their teaching in response to mandated testing, others contend that the nature and degree of the impact of testing on teaching remains unclear. The research on the relationship between testing and teaching in social studies follows this pattern. For example, some researchers argue that mandated testing fosters a “just the facts, ma’am” approach to teaching social studies. Others, however, contend that factors such as teachers’ personal beliefs about social studies and about what learners need to know are equally, if not more, determinative influences on teaching as are testing pressures.

Focus of Study: This article presents an extended and fine-grained analysis of
The Effects of Principals' Humor on Teachers' Job Satisfaction

By: Recepoglu, E (Recepoglu, Erguen)

EGITIM VE BILIM EDUCATION AND SCIENCE
Volume: 33 Issue: 150 Pages: 74-86
Published: OCT 2000
View Journal Information

Abstract
Traditionally, education has been perceived as a serious and disciplined undertaking. Schools have become so obsessed with discipline, standardized test scores, proper objectives, competence, and proficiency that
Google Scholar

Google Scholar is a freely accessible web search engine that indexes the full text of scholarly literature across an array of publishing formats and disciplines. To access Google Scholar go to http://scholar.google.com/

To make searching in Google Scholar more effective, we recommend linking your Google Scholar account to NCU Library. See our FAQ for instructions on how to do so.
Scholarly publications are often quite subject-specific, as they are written to disseminate research and promote academic discussion among professionals within that particular field. Therefore, searching within the publication in which your original article appeared may lead you to similar or related articles.

You may locate a particular publication within the Library by going to the Find a Resource tab on the Library's home page, also linked under Research Resources. Enter the name of the publication you would like to find and press search. The results screen will tell you if the Library subscribes to the publication, what years the Library subscribes to, and in which database(s) the full text is contained, as shown below.

1 record retrieved for the search: Title begins with "journal of applied psychology"

Journal of applied psychology (0021-9010)  Look up Article
from 1917 to present in PsycARTICLES
from 02/01/1987 to 07/31/2006 in Business Source Complete

Click on the linked database name in order to browse the publication by volume/issue, or to search within the publication. Many databases will display a “Search within” box into which you can enter your keywords. In the EBSCOhost databases, however, you will need to first click on the “Search within this publication” link shown below in order to bring up the search screen.
Next, enter the keywords associated with your original article, as shown below. Your search results will likely include similar or related articles.

Database Alerts & RSS Feeds

Many Library databases provide the ability to create alerts for content related to your research topic. Depending on the database’s service, an alert can provide the table of contents to new issues of journals or a list of new articles based on search terms. Some databases even offer citation alerts, to inform you when a particular article has been cited. Setting up database alerts is a great way to find articles related to those which you have already included in your research. Additionally, it will help you to stay up to date with the latest research and trends in your discipline.

When you set up a search alert, the database automatically runs your search and sends you any search results added since the last time the search was run. You can set searches to run once a day, once a week, or less often.

Most alerts are provided by e-mail or RSS feed. Therefore, you will need to create individual database accounts in order
to set up alerts, and in some cases have an RSS Reader account. See below for a description of how to set up alerts in the NCU Library databases.

ACM Digital Library
Academic Video Online
Annual Reviews
Britannica Online
Credo Reference
Ebrary
EBSCOhost
EdIT Digital Library
Gale Academic OneFile
Google Scholar
Homeland Security Digital Library
Journal of College Student Retention
Journal of Cognitive Psychotherapy
Journal of the International Neuropsychological Society
Journal of Systemic Therapies
LexisNexis
MergentOnline
Organization Science
Praeger Security International Online
ProQuest
PsychiatryOnline
Psychological Reports
PubMed
Sage Journals Online
ScienceDirect
SpringerLink
Statista
Taylor & Francis Online
Ulrichsweb
Web of Knowledge
Wiley Online Library

ACM Digital Library - The table of contents alert service sends an email alert when a new issue of an ACM journal, magazine, newsletter or proceedings has been posted in ACM. To create alerts, you must have an ACM Web Account.

1. To create a Web Account click on the SIGN UP link which can be found on the upper right hand corner of any page within the Digital Library.
2. After creating an account and signing in to the ACM Digital Library, use the Browse ACM Publications menu on the home page to select journals/ transactions, magazines, and proceedings.
3. On the home page for any particular publication, look for the Tools and Resources box on the right side of the screen. You'll see two options for TOC Services: email and RSS, as shown below.
4. If you want email alerts when new issues are published, choose that option and confirm your email address. If you want to subscribe to the equivalent RSS feed, choose that option and copy the URL for inclusion in your feed reader software.
their relevance to software

Academic Video Online (Includes Counseling and Therapy in Video) - The RSS feed will deliver new and featured titles recently added to the product. If you are waiting for a specific author to be added to the product, for example, the RSS feed will deliver that alert to you.

Click on the feed icon, as shown below. Copy and paste the URL for the feed into the address field in your news reader.

Annual Reviews - Register with Annual Reviews to subscribe to e-mail or RSS feed alerts for Table of Contents, Topics, or Journals. First-time users must register by clicking the Login link at the top of the screen, and then the link to Register. Complete the registration form. Once registration is complete, login using your username and password. Next, click on My Account at the top of the screen; this will take you to your Profile page, as shown below. You may modify or delete your alerts at any time using the Profile page.

Favorite & Subscribed Articles

Favorite Articles

Link to your list of favorite Annual Reviews articles here.

You don't have any favorite articles.

For instructions how to manage your favorite articles see our help page.

Subscribed Articles

You have no subscribed articles. If you feel this is an error, please let us...
1. On your Profile page, click the link for Alerts, on the left hand side of the screen. You will be directed to the Content Alerts tab, as shown below.
2. Click the checkbox next the journals for which you wish to receive table of contents alerts.
3. Press Submit.
4. Click on the Email Preferences tab to select Plain Text or HTML as your preferred format.

**Table of Content Alerts**

Annual Reviews will notify you when new content is available in the following publications.

<table>
<thead>
<tr>
<th>Biomedical Life Sciences</th>
<th>Physical Sciences</th>
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<tbody>
<tr>
<td>Analytical Chemistry</td>
<td>Analytical Chemistry</td>
</tr>
<tr>
<td>Animal Biosciences</td>
<td>Astronomy and Astrophysics</td>
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<tr>
<td>Biochemistry</td>
<td>Biomedical Engineering</td>
</tr>
<tr>
<td>Biomedical Engineering</td>
<td>Biophysics</td>
</tr>
</tbody>
</table>

**Annual Reviews Citation Alert:**

1. While you are logged in to your profile, search or browse for articles of interest to you.
2. View the full abstract of an article you wish to track.
3. Click the Email notification link, as shown below.
4. You may click on the Citation Alerts tab to verify that your alert has been set. Any citation alerts will appear on that tab.
5. You will receive an email notification when new articles citing this article are added to the database.

**Personality and Cognitive Ability as Predictors of Effective Performance at Work**

Annual Review of Organizational Psychology and Organizational Behavior
Vol. 1: 45-65 (Volume publication date March 2014)
First published online as a Review in Advance on December 9, 2013
DOI: 10.1146/annurev-orgpsych-031413-091255

Neal Schmitt
Department of Psychology, Michigan State University, East Lansing, Michigan 48824, email: sschmitt@msu.edu

**Annual Reviews Topic Alert:**

1. While you are logged in to your profile, search for your terms.
2. On the search results page, look for the Saved Searches box option to the lower left of the screen, as shown below.
3. Give your saved search a name, choose an alert option (daily, weekly, monthly) and click Save.
4. You will receive an email notification when new articles matching your search criteria are added to the database. To subscribe via RSS feed, click on the RSS icon at the top of the search results.
Britannica Online - Britannica offers the ability to subscribe to RSS feeds for the following content: This Day in History, Quote of the Day, New and Revised Articles, and Advocacy for Animals. To subscribe, click on the RSS Feeds link at the bottom of the screen, as shown below.

Credo Reference - The RSS feed will deliver new and featured titles recently added to the product. To setup a feed, click on About Credo Reference at the bottom of the screen. Next, click on the RSS icon, as shown below.

Ebrary - To subscribe to an Ebrary RSS feed for Content News, visit the following support center website: http://support.ebrary.com/kb/howto-rssfeeds/

You can also set up alerts when new ebrary titles match your search criteria. Follow the instructions below to create Ebrary search alerts:
1. Search for e-books using the Simple or Advanced Search.
2. Click on the Searches tab, as shown below.
3. Click Save next to the search for which you would like to create an alert.
4. Name your search, enter your email address, and choose a frequency.
5. Click Create.

EBSCOhost - You may either set up a journal alert to be notified when new issues of a particular journal are published, or you may set up a search alert from a search screen. For full instructions, including screenshots see our Library FAQ on Creating Search Alerts in EBSCOhost here. There is also a quick tutorial video on Creating Search Alerts in EBSCOhost.

EdiT Digital Library - Create search alerts, table of content alerts, and topic alerts to keep current on new content in your research area. You may also subscribe to an RSS feed for EdiT News, by clicking the icon on the right hand side of the screen. Creating alerts requires that you create a personal account. You will be prompted to create an account after attempting to create an alert for the first time.

You can start out by searching EdiT using keywords related to your research. On the results screen, click on the link for Search Alert, as shown below.

Next, login or proceed to create your new account. You will be taken to the Alert Service Signup page, as shown
Note that you land on the tab for creating search alerts, but there are also tabs for Table of Contents Alerts and Topic Alerts. Clicking on the Table of Contents Alerts tab will allow you to set an alert to receive an email whenever the latest issue a journal becomes available. Clicking on the Topic Alerts tab will allow you to set an alert to receive an email whenever the new papers are made available in following topics.

Gale Academic OneFile - This database allows you to create Search Alerts, as well as Journal Alerts. Follow the instructions outlined below in order to create the alerts.

Gale Email Search Alert:

1. Perform a search for the information for which you want to receive alerts.
2. On the results list, click the Create a Search Alert link, as shown below.
3. To receive alert emails, enter your email address in the Mail to field (only one email address allowed).
4. Use the default Alert Name or enter your own text.
5. Select the Frequency in which you want the system to check for new content based on your search criteria.
6. Click the Save button to submit your request.

You will be sent an email message to confirm that your request has been received. Then the system will check for new content based on the frequency you selected. The alert email will contain individual links up to the first 20 new content items plus a link to the full results set. All emails you receive will contain a link allowing you to opt out of the alert so that you no longer receive future alerts.
Gale RSS Feed Alert:
1. Perform a search for the information for which you want to receive alerts.
2. On the results list, click the Create a Search Alert link, as shown above.
3. To subscribe to the RSS feed, copy the Feed URL and paste it into the software you use as your RSS reader or news aggregator.
4. Click Close when you have finished.

Gale Journal Alert:
1. Click on the Publication Search tab at the top of the screen.
2. Enter the journal name or keywords, or click on the link All Publication Titles to browse. Find the journal for which you want to create an alert, and click on the link.
3. From the journal's publication screen, click on Create a Journal Alert, as shown below. If you want to receive alerts in email, in the Email Options section, provide your email, choose frequency and click on Save. If you want to receive alerts in RSS feeds, click on the XML button in the RSS Feed section.

Now, when the newest issue of the journal of your choosing has been added to the database, you'll receive an email or RSS feed containing Table of Contents with embedded links back into the database. If you want to stop receiving the alert, click on the link to Unsubscribe in your email or RSS reader, and you will no longer receive updated results.

Google Scholar - You do not need a Google Account in order to create search alerts and citation alerts. You can enter any email address of your choice. If the email address isn't a Google account or doesn't match your Google account, then Google will email you a verification link, which you'll need to click in order to start receiving alerts. If you create
alerts using a Google account, you can manage them all [here](#).

To create a search alert, search for the topic of interest, and click the envelope icon in the sidebar of the search results page, as shown below. Enter your email address, and click **Create alert**. Google Scholar will then periodically email you newly published papers that match your search criteria. There's a link to cancel the alert at the bottom of every notification email.

<table>
<thead>
<tr>
<th><strong>Alerts</strong></th>
<th><strong>Title</strong></th>
<th><strong>Author</strong></th>
<th><strong>Year</strong></th>
<th><strong>Source</strong></th>
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<tbody>
<tr>
<td>Intrinsic value, quantum theory, and <strong>environmental ethics</strong></td>
<td>JD Calicott - <em>Environmental Ethics</em>, 1996 - pdcnet.org</td>
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<td><strong>Foundations of environmental ethics</strong></td>
<td>EC Hargrove - 1989 - philpapers.org</td>
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<td><strong>Taoism and the foundations of environmental ethics</strong></td>
<td>PK Ip - <em>Environmental Ethics</em>, 1983 - pdcnet.org</td>
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To create a Google Scholar citation alert, search for the title of your article and then click on the **Cited by** link, as shown below. Next, click on the envelope icon in the left sidebar of the search results page. Enter your email address, and click **Create alert**.

**Scholar**

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<th><strong>Articles</strong></th>
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**Homeland Security Digital Library (HSDL)** - Register for an individual account to set up e-mail alerts about new documents. Note restriction: "When registering your account, please use an official email address issued by your agency, organization, or institution. Personal, commercial accounts will not be accepted, or will require additional scrutiny and verification." For assistance with HSDL alerts, contact techsupport@chds.us or call 831-272-2437.

- **Critical Releases** - You are automatically signed up for this Alert at the time you are granted access to the HSDL. However, if you do not get them for some reason, you can sign up at Critical Releases online by clicking the subscribe to Critical Releases link in the right column of the page.
- **Search-based Alerts** - Simply search the HSDL as you normally would. When you have a result set you like, click the set email alert for these terms link at the top of the result list, as shown below. Then click the confirm link on the next page. HSDL will send you the title of the new document, a short
summary, and links to both our abstract and the full document. We do not send the actual documents as attachments; just a link to the one in our collection.

- **HSDL Quarterly Newsletter** - Add the Quarterly newsletter email alert to your alert list now.

**Journal of College Student Retention** - You must create an individual account in order to use the journal alert service. First, click on the button to **Enable** alerting, as shown below. Next, click the button to **Register**. Once you have logged in, you will be able to browse a complete list of Baywood publication titles and select the Journal of College Student Retention.

**Journal of Cognitive Psychotherapy** - Registered users can elect to have the latest tables of contents emailed to them when new issues are available. Click the orange **Register** button to create your account. Once you have logged in, you may click the **Receive new issue alert** in order to create your alert.
RSS Feeds are also available to alert you to new issues of the Journal of Cognitive Psychotherapy. To set up a feed, click the orange RSS button which appears to the right of the list of volumes and issues available. Click on the button and paste the URL of the resulting page into your news aggregator.

Journal of the International Neuropsychological Society - You must create a personal account in order to create alerts for this journal. To register, click the Register link in the upper right hand corner of the screen. Fill out the information requested. A confirmation email will be sent to the address you have provided. You must respond to the confirmation email to activate your account.

Once you have logged in, click on the link for New Content Alerts, as shown below. You will immediately receive a screen showing your content alert acknowledgement. Additionally, you may click on the RSS icon to subscribe to an RSS feed for published in the last week/month/two months.

Journal of Homeland Security and Emergency Management - You must create a user account in order to subscribe or unsubscribe from your alerts. To register, click the Register link in the upper right hand corner of the screen. Once you have logged in, click on the Get eTOC Alert or Get New Article Alerts, as shown below.

Simply select your category and corresponding alert, set your language preference and submit your subscription. You will receive a confirmation email for your first subscription to each of the alerting categories. By clicking the link in the confirmation email you can finalize your subscription.
Journal of Systemic Therapies - You must create a personal account in order to create alerts for this journal. To register, click the Register link in the upper right hand corner of the screen. Once you have logged in, click on the link to Sign up for e-alerts, as shown below. You may also subscribe via RSS feed by clicking on the icon that says "RSS" on the Issue, Table of Contents, or Abstract page.

LexisNexis - There are no personalization features in LexisNexis Academic that would allow you to save searches or set up email alerts. However, it is relatively easy to build Durable URLs that function as saved searches.

Mergent Online - Follow the instructions below to create company or executive alerts.
1. Click on either the Company or Executive Alert links located under the My Mergent Tools menu on the database’s homepage (as shown above), and enter your email address when prompted.
2. This will open your My Mergent Tools: Current Alerts List page. Here you may customize the companies and executives for which you receive alerts, the preferences for your alerts, as well as see a summary of the saved lists and report templates for your Company Analysis and Executives Lists.
3. Alert preferences shows you the e-mail addresses you have entered for saved lists and previously set alerts.
4. Click Edit beside an individual e-mail to change or edit the set e-mail. Click the X beside an e-mail to delete it from the list.
5. Click Save to save your changes.
6. If you would like to search for another company by name to add an alert for, but do not want to return to the search pages, simply type the company’s name or ticker symbol into the text box at the top of the page.
7. A window will automatically display as you type to show you the matches available for the letters or names you type.
8. Click on a specific company to go directly to that company’s alert list preference page where you can set alert items as detailed above.

Organization Science - You must create a personal account in order to customize email alerts to receive specific notifications about topics of interest. To register, click the Register link in the upper right hand corner of the screen. Once you have logged in, click on the link for e-alerts at the very bottom of the screen, as shown below.

The eTOC Alert service allows you to be notified via email when new content goes online. You may choose to receive Complete Table of Contents for new issues (eTOC) or Notifications that new articles are published ahead of print (Articles in Advance).

Praeger Security International Online - Click on the RSS icon to subscribe to the PSI Online RSS feed, as shown below.
**ProQuest** - You may create and schedule alerts to deliver new documents matching your search as they become available in ProQuest. Note: Content from the ebrary e-books database will not be included in alert emails or RSS delivery at this time.

Setting alerts does not require a personal account. However, you may create a ProQuest My Research account to modify, delete, or view all of your alerts. Detailed instructions for each type of ProQuest alert appear below.

**ProQuest Search Alerts:**
1. Conduct your search using the Basic or Advanced Search screen.
2. On the results page, click on Create alert, as shown below.
3. A window will pop up where you can set your alert preferences. Fill in the information requested and click Create alert at the bottom of the window.
4. A confirmation email will be sent to the address you have provided. You must respond to the confirmation email to activate the delivery for this alert.
5. Now, on a schedule that you define, you’ll receive an email with the new results of your search, with embedded links back into the database. At the bottom of the page, you will see a view all search results link. Click this link to rerun the search, showing both the newly published information and all previous information.
6. If you want to stop receiving the alert, click on the link to Delete this alert near the top of your email and you will no longer receive updated results.

**ProQuest Publication alerts:**
1. Click on the Publications link at the top of the ProQuest search screen.
2. Browser or search to find the journal you want to create an alert for.
3. From the journal's publication details screen, click on Set up alert, as shown below.
4. A window will pop up where you can set your alert preferences. Fill in the information requested and click Create alert at the bottom of the window.
5. A confirmation email will be sent to the address you have provided. You must respond to the confirmation email to activate the delivery for this alert.
6. Now, you’ll receive an email containing Table of Contents when the newest issue of the journal of your choosing has been added to the database.

7. If you want to stop receiving the alert, click on the link to **Delete this alert** near the top of your email and you will no longer receive updated results.

**PsychiatryOnline** - Register for a personal account in order to setup Publication Alerts, Topic Alerts, and Content Alerts. Click **Sign In** at the top of the screen and then click **Register Now**. After logging in, follow the below instructions for setting up alerts.

**PsychiatryOnline Publication Alerts**: Publication alerts will notify you when the current journal issue is available.

1. Click on the My POL tab to access My Alerts, as shown below. This tab is also where you can modify any existing Topic or Contents alerts.
2. Click **Edit Publication Alerts**.
3. Select the publications for which you would like alerts, and click on **Save Changes**.

**PsychiatryOnline Topic Alerts**: Topic alerts will notify you when any resources related to that topic are added to PsychiatryOnline. This may include journal articles, news, best practices, and books.

1. Click on the **Topics** tab near the top of the screen.
2. Browse to find the topic you are interested in.
3. Click on **Get Alert**, as shown below.
4. Check your email and click the button to **Confirm**.
PsychiatryOnline Content Alerts: These alerts which will notify you when specific articles or other documents have been updated in the database.

1. Search for articles in PsychiatryOnline.
2. From your results screen, click on the document title.
3. Click on Get Alert, as shown below
4. Check your email and click the button to Confirm.

Psychological Reports - You must create a personal account in order to create alerts for this journal. To register, click the Register link in the upper right hand corner of the screen. Fill out the information requested and press Submit. A confirmation email will be sent to the address you have provided. You must respond to the confirmation email to activate your account.

Once you have logged in, click the link to Sign up for e-alerts, as shown below. You may also sign up for an RSS feed by clicking on the icon.
You may also set citation alerts to be notified when articles in *Psychological Reports* have been cited. To do so, select the article you would like to track and then click on **Track Citations**, as shown below.

![Track Citations](image)

**PubMed** - PubMed allows you to subscribe to the PubMed New and Noteworthy RSS feed. To do so, click on the link as shown below.

![New and Noteworthy](image)


Finally, you may save, automate your searches and have the results E-mailed to you through a free MyNCBI account. Follow the instructions below for saving searches and setting up email alerts. There is also a quick demonstration at [http://www.youtube.com/watch?v=AkKUti5z4eA](http://www.youtube.com/watch?v=AkKUti5z4eA).

1. Click on **Sign in to NCBI** at the top right of the screen.
2. Sign In to use an existing account or click on **Register** for an account to establish a new account.
3. Perform the search to be saved or updated regularly in the database of interest.
4. Click the **Save Search** search link that appears near the top of the search results page.
5. In MyNCBI save the search and choose the settings for automated E-mail updates. These settings can be modified at any time by accessing the MyNCBI account.

**SAGE Journals Online** – You must create an individual account in order setup SAGE alerts. To do so, click the link to Sign In at the top of the screen, and then Click here under the heading to Sign Up. Once you have signed in, click on the My Tools tab and then Add/edit/delete email alerts, as shown below.

The following types of Email Alerts are available for most SAGE journals:
- **TOC**: Full Table of Contents alerts will send you a listing of all articles within an issue, with links to the abstracts.
- **TOC Awareness**: Table of Contents Awareness Alerts will send you a link to the complete TOC online (will not include a list of articles within the alert itself).
- **Announcements**: Announcement Alerts will keep you up to date with special journal news or related events.
- **OnlineFirst**: OnlineFirst Alerts notify you of new articles published ahead of print. You will receive alerts as each OnlineFirst article is posted online.

For further instruction on SAGE alerts, see the SAGE Journals Alerts Help page: [http://online.sagepub.com/site/sphelp/SageColl_ToolsAlertsPortal.xhtml](http://online.sagepub.com/site/sphelp/SageColl_ToolsAlertsPortal.xhtml)

**ScienceDirect** - You must create an individual account in order setup ScienceDirect alerts. To do so, click the link to Sign In at the top of the screen, and then click Not Registered to create your account. Once you have signed in, click the plus sign (+) next to your name and then Manage my alerts, as shown below. A description of the various types of ScienceDirect alerts also appears below.

- **Search alerts** notify you by email when new documents matching your search criteria become available online. See Saving a search alert to create a search alert or Modifying search alerts to edit the alert.
- **Topic alerts** are predefined searches on a specific topic, such as inorganic chemistry. Topic alerts notify you by email when new documents on a particular topic are available. See Adding and deleting topic alerts to manage topic alerts.
- **Journal and book-series alerts** notify you by email when a new issue of a particular journal or a new book volume becomes available. See Managing journal and book series alerts to manage various types of alert.

For further information on ScienceDirect alerts, including a tutorial video, please see the Alerts FAQ page at [http://help.sciencedirect.com/Content/faq_alerts.htm](http://help.sciencedirect.com/Content/faq_alerts.htm)
**SpringerLink** - SpringerLink allows you subscribe to search results via RSS feed. To do so, simply click on the RSS icon on the search results screen, as shown below.

**701 Result(s) for "ethical leadership"**

You may also set up Table of Contents alerts for specific Springer journals. To do so, locate the journal that you are interested in and then click on the link to **Register for Journal Updates**, as shown below. You may then enter your email address to get the table of contents of every new issue published in that journal.

**Statista** – You may subscribe to the Statista RSS to say up-to-date on new content added. Look for the RSS icon at the bottom of any Statista page, as shown below.

**Taylor & Francis Online** – You must create an individual account in order to setup Taylor & Francis journal alerts. To do so, click the **Register** link at the top of the screen. Fill out the information requested. A confirmation email will be sent to the address you have provided. You must respond to the confirmation email to activate your account.

**Taylor & Francis New Content (TOC) Alerts:**

1. Once you have created an account and signed in, click on the **Browse** tab at the top of the page.
2. Select a journal of interest to you by clicking on the title.
3. Click on Alert me under the journal cover image, as shown below.
4. Select the type of TOC alert you require from the drop down menu (either email alert or RSS feed).
5. If requesting an RSS alert, depending on the RSS reader you are using, you will then need to click Subscribe to this feed or paste the URL into the field in your reader and submit your request for a new feed.
6. You will start to receive Table of Contents (TOC) alerts, which notifies you of each new issue of a publication of your choice.
To manage your Taylor & Francis alerts, sign in with your username and password and go to My Account. Click the Manage Alerts button. You can review your alerts as well as deleting any alerts which are no longer required. On this page you can also choose to enable or disable latest article alerts, or set their frequency. Latest article alerts will notify you whenever new articles are published rapidly online in your selected journals.

Ulrichsw eb – You must create an individual account in order to set up Ulrichsw eb alerts. To do so, click Log in to My Ulrich's at the top of the screen. Next, click Create a New Account. Fill out the information requested.

Once you have logged in, click on the Workspace link in order to setup your alerts. Then, click on the Alerts tab, as shown below. Once there, click on Create Alert on the right hand side of the screen. You may setup alerts to be notified
when journals in your subject area have ceased publication or have changed titles, or when new publications have been added.

Web of Knowledge – You must create a personal account in order to create alerts for Web of Knowledge. To register, click Sign In in the upper right hand corner of the screen, and then select Register. Fill out the information requested to create your account. Once you have logged into your account, you will be able to set Citation Alerts and Saved Searches.

Web of Knowledge Citation Alerts - This feature allows you to receive an e-mail alert when articles you select are cited. Alternately, you can use this feature to keep a list of your favorite articles. To add an article to this list (and receive an e-mail each time it is cited), follow the instructions below.

1. Search for your research topic in Web of Knowledge.
2. Click on the article of interest.
3. When viewing a Full Record, click Create Citation Alert, as shown below. Note: not all Full Records in all products will have this button. If you do not see the Create Citation Alert button, then the record does not contain sufficient information for the alerting system to connect it to references cited by other articles.
4. Now, you will automatically receive an e-mail alert every time the article is cited in a journal indexed in the Web of Science database.
5. If you need to change your alert settings, click on My Tools at the top of the page and select Saved Searches & Alerts.

NOT EVERYTHING IN THE "GOOD"

Citation Network

3 Times Cited
76 Cited References
View Related Records
View Citation Map
Create Citation Alert
(data from Web of Science™ Core Collection)

establish ethical standards, 2) regularly make those standards
Web of Knowledge Saved Searches - This feature allows you to receive email alerts or RSS feeds of the latest documents which result from running your search query. You may create as many alerts as you need. Follow the instructions below for creating alerts for Saved Searches.

1. Search for your research topic in Web of Knowledge.
2. Click on Search History near the top right.
3. If you have created several searches, the auto-alert will only be run against your most recently created search (the one on the top of the Search History). So you may need to re-type an earlier search to force it to the top.
4. Click on Save History, as shown below. If you haven't already logged in, you'll be prompted to do so at this time.
5. Give your search a name, a description, and hit Save.
6. Now, periodically, you will receive an email with the new results of your search, with embedded links back into the database you searched.
7. If you need to change your alert settings, click on Open Saved History.

Search History: All Databases

<table>
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<tr>
<th>Set</th>
<th>Results</th>
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</thead>
<tbody>
<tr>
<td>#1</td>
<td>1,157</td>
</tr>
</tbody>
</table>

TOPIC: {ethical leadership}
Timespan=All years
Search language=English

Wiley Online Library - You must create a personal account in order to create alerts for Web of Knowledge. To register, click Log in/Register in the upper right hand corner of the screen, and then select Register. Fill out the information requested and click Submit registration. Once you have logged into your account, you will be able to set email alerts for new content and saved searches. To manage existing Wiley alerts, click on My Profile at the top of the screen, and then select Alert Manager. To set alerts follow the instructions below.

Wiley Online Content Alerts - You can sign up to receive an e-mail alert containing the table of contents for any Wiley Online Library journals. Simply find publications of interest using Publications or Browse by Subject and choose Get New Content Alert from the Journal Tools menu, as shown below. For journals publishing Accepted and Early View articles, these will be included in your e-mail alerts.

Applied Psychology

@International Association of Applied Psychology

Edited By: Vivien K.G. Lim
Impact Factor: 1.533
ISI Journal Citation Reports © Ranking: 2012: 26/73 (Psychology Applied)
**Wiley Online Search Alerts** - You can be notified by e-mail when new papers are published that match your search criteria. Simply conduct a search and choose **Save Search** on the Search Results page, as shown below.

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**Persistent URLs**

A persistent URL (PURL) is a durable link that connects you directly to an article, eBook, or other item in NCU Library. Persistent URLs can be helpful if you wish to share a library resource with a classmate or an instructor, or if you wish to quickly link back to a resource. PURLs also help us remain in compliance with copyright rules when sharing and linking to Library resources.

If you choose to use PURLs, keep in mind that you must be properly authenticated in order to access the resource. You may be prompted to provide your student portal login credentials in order to connect to the resource. Additionally, each Library database has a different process for capturing PURLs. See the image below for an example of a PURL retrieved using the Roadrunner Search. The Library also has developed a [PURL guide](#) to walk you through the unique process for each Library database. Lastly, be aware that while PURLs are persistent, they are NOT necessarily permanent. PURLs may become obsolete over time, especially as our Library database subscriptions change year to year.

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There are a couple alternatives to PURLs of which the Library recommends you take advantage. [RefWorks](#) is an online research management, writing and collaboration tool designed to help researchers easily gather, manage, store and
share all types of information, as well as generate citations and bibliographies. For additional information, including how to set up a RefWorks account, see the RefWorks FAQs. Another alternative to PURLs is to create individual library database accounts. Two of our most popular Library databases which allow you to create personal accounts where you can save resources are EBSCOhost and ProQuest. See our FAQs on creating an EBSCOhost Account or ProQuest Account for more information.

Resources for a Literature Review or an Annotated Bibliography

Annotated bibliographies and literature reviews are very common forms of writing. The intent of each is to assist you, as the researcher, in gathering resources, identifying trends and problems in the research field, and analyzing those resources to assist your own research. This type of writing is also very helpful to the reader as it identifies key research articles and synthesizes the information to create a coherent picture in which the reader can place your research. Remember that you only want to include pivotal and influential research in this type of writing – this means you will want to focus on scholarly articles that contain primary research.

Though literature reviews and annotated bibliographies accomplish a very similar purpose, they are not written in an identical manner. An annotated bibliography is compiled of references and summaries in alphabetical order; a literature review generally organizes references by subject matter, theory type, methodology design, etc. A literature review is generally much more exploratory than an annotated bibliography, and must pull together the information that is presented in many disparate sources to form one, cohesive picture of the research field.

See the Library FAQ: Annotated Bibliographies to learn how to find examples in the NCU Dissertation Center.

For more information about the differences between these two forms of writing, continue reading the Definitions section.

Definitions

According to the Purdue OWL website, an annotated bibliography is “a list of sources (books, journals, websites, periodicals, etc.) one has used for researching a topic. ... Therefore an annotated bibliography includes a summary and/or evaluation of each of the sources.” For more information see the website Annotated Bibliographies at Purdue OWL.

A literature review, on the other hand, is “a summary of what the scientific literature says about your specific topic or question.” For more information see the website Types of APA Papers at Purdue OWL.

The Northcentral University Academic Success Center has a lot of great information about writing and formatting a literature review or an annotated bibliography. To access this information click Forms of Writing, in the left side bar menu on the Academic Success Center website.

Finally, for additional information about conducting literature reviews, please see the following resources from the NCU Library:


Gathering Resources

How do you go about getting the resources you need to write a literature review or an annotated bibliography? Library databases like EBSCOhost and ProQuest are a great place to start because they contain so many resources on so many different topics, but there are some additional databases that you may want to consider using for these types of assignments.

Web of Knowledge

The Web of Knowledge database allows you to track article citations, popularity of topics, major authors in a subject area, and much more. By tracking the amount of times an article has been cited by other scholars you are able to see which article has had the most impact on a particular field of research. These high impact articles are what you want to include in a literature review or an annotated bibliography. Looking at high impact articles will also allow you to discern the authors that consistently publish high impact articles (thus, major authors in the research field) and journals that consistently publish high impact articles (thus, major journals in the research field).

Steps to search Web of Knowledge:

1. Search by your topic. In this case I will look for articles about Radio Frequency Identification (RFID).
2. **Sort your results** by *Times Cited* on the search results page.
3. Now you can see how many times a particular article has been cited by other scholars in the field.
To access Web of Knowledge go to the Databases page of the Library.

Annual Reviews

Annual Reviews is another Library database that is especially useful to find resources for a literature review or an annotated bibliography. The Annual Reviews publications’ reprint and comment on the most influential articles that were published in a particular subject during a particular year. By searching Annual Reviews you will ensure that you are referencing and building upon the most influential research that has gone before. Click here to watch a short video demonstrating a search in Annual Reviews, or continue reading.

1. **Search by your topic.** In this case we will look for articles about Post Traumatic Stress Disorder (PTSD). Remember that you can limit your search results by selected journals, which in this database is very similar to limiting your search results by a particular subject.
2. Articles that are available in full text will have a blue Full Text icon next to them in the search results list. You also have the option to refine your search results by author name, keyword, and journal (very similar to limiting by subject) on the search results page.
To access Annual Reviews go to the Databases page in the Library.

Annual Reviews and Web of Knowledge are two great databases to start with when you need to complete a literature review or an annotated bibliography, but you should not stop there! Search other Library databases that contain primary, scholarly information related to your topic to ensure that you are including the most valuable research in your review.

Systematic Reviews & Meta-Analysis

Systematic reviews and meta-analysis are situated at the top of what is known as the “Evidence Pyramid” (see figure below). As you move up the pyramid the amount of available literature on a given topic decreases, but the relevancy and quality of that literature increases. Systematic reviews and meta-analysis are considered to be the highest quality evidence on a research topic because their study design reduces bias and produces more reliable findings. However, you may not always be able to find (or need to find) the highest level of evidence to answer your research question. In the absence of the best evidence, you then need to consider moving down the pyramid.
Systematic Reviews

A systematic review is a high-level overview of primary research on a particular research question that systematically identifies, selects, evaluates, and synthesizes all high quality research evidence relevant to that question in order to answer it. In other words, it provides an exhaustive summary of scholarly literature related to a particular research topic or question. A systematic review is often written by a panel of experts after reviewing all the information from both published and unpublished studies. The comprehensive nature of a systematic review distinguishes it from traditional literature reviews which typically examine a much smaller set of research evidence and present it from a single author’s perspective. Systematic reviews originated in the biomedical field and currently form the basis of decision-making in Evidence-Based Treatment (EBT) and evidence-based behavioral practice (EBBP).

For additional information, read the Systematic Reviews entry in the e-reference book The A-Z of Social Research.

Meta-Analysis

Systematic reviews often use statistical techniques to combine data from the examined individual research studies, and use the pooled data to come to new statistical conclusions. This is called meta-analysis, and it represents a specialized subset of systematic reviews. Not all systematic reviews include meta-analysis, but all meta-analyses are found in systematic reviews. Simply put, a systematic review refers to the entire process of selecting, evaluating, and synthesizing all available evidence, while the term meta-analysis refers to the statistical approach to combining the data derived from a systematic-review. Conclusions produced by meta-analysis are statistically stronger than the analysis of any single study, due to increased numbers of subjects, greater diversity among subjects, or accumulated effects and results. Meta-analyses have become common in the social and biomedical sciences. However, some challenge the validity of meta-analysis, arguing that combining data from disparate studies produces misleading or unreliable results.

For additional information, read the Meta-Analysis entry in e-reference book The Concise Corsini Encyclopedia of Psychology and Behavioral Science.

Finding Systematic Reviews & Meta-Analysis

Since there are far fewer systematic reviews and meta-analysis than most other types of research, you will often need to broaden your search terms when searching in the Library’s Databases or the Internet. Also, keep in mind that the term "systematic review" originated in the medical field, so you can expect to see the majority of articles related to medical areas and conditions.
Locating systematic reviews and meta-analysis is extremely beneficial not only because they provide high-quality evidence, but also because they will include extensive references to primary studies relevant to your research topic.

Library Databases & Journals

**MEDLINE with Full Text**
MEDLINE provides authoritative medical information on medicine, nursing, dentistry, veterinary medicine, the health care system, pre-clinical sciences, and much more. To limit your results to systematic reviews, select “Systematic Reviews” within the Subject Subset box (as shown below) and then type your search terms into the search box.

<table>
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<th>Subject Subset</th>
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<tr>
<td>Dietary Supplements</td>
</tr>
<tr>
<td>History of Medicine</td>
</tr>
<tr>
<td><strong>Systematic Reviews</strong></td>
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<tr>
<td>Toxicology</td>
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<tr>
<td>Veterinary Science</td>
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**PsycINFO**
Compiled by the American Psychological Association (APA), PsycINFO covers all aspects of psychology, plus the behavioral aspect of education, medicine, sociology, law, management and other fields. To limit your PsycINFO search results to systematic reviews, select “Systematic Review” within the Methodology box (as shown below) and then type your search terms into the search box.

<table>
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<tr>
<th>Methodology</th>
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<tr>
<td>LITERATURE REVIEW</td>
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<td><strong>-Systematic Review</strong></td>
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<tr>
<td>MATHEMATICAL MODEL</td>
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<tr>
<td>-Meta Analysis</td>
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</tbody>
</table>

**Roadrunner Search**
Roadrunner is a great starting point for your research as it searches approximately 95% of the library’s database content, including articles, e-books and videos. To include systematic reviews in your Roadrunner search results, include the phrase “systematic review” in one of the search boxes and change the drop-down menu to TI Title (as shown below).

Searching: **Roadrunner Search Discovery Service**

- **ESL**
- **AND**
- **(college OR university)**
- **AND**
- “systematic review”
- Select a Field (optional)

**Systematic Reviews (Journal)**
Browse articles covering systematic review products, review protocols, systematic reviews related to a very broad definition of health, rapid reviews, updates of already completed systematic reviews, and methods research related to the science of systematic reviews, such as decision modeling. (2012-present)

**Systematic Reviews in Pharmacy (Journal)**
Journal provides full length reviews related to different subjects in pharmacy and that are of broad readership interest to users in industry, academia, and government. (2010-present)
Web of Knowledge
Web of Knowledge provides access to current and retrospective bibliographic information, author abstracts, and cited references in social science journals that cover more than 50 disciplines. Note there is no full-text within this database. To include systematic reviews in your Web of Knowledge search results, enter your topic keyword on the top line for Topic. On the second line, type “systematic review” and change the drop-down box to Title (as shown below).

Search

Example: obesity
Example: oil spill" mediterranean

AND "systematic review"
Example: water consum"

AND "Cancer" OR Journal of Cancer Research and Clinical Oncology

Internet Resources

Campbell Systematic Reviews
Campbell Systematic Reviews is a bimonthly peer-reviewed publication with follows structured guidelines and standards for summarizing the international research evidence on the effects of interventions in crime and justice, education, international development, and social welfare.

Center for Evidence-Based Crime Policy
Provides systematic reviews on policing, specifically designed and formatted to appeal to law enforcement practitioners and stakeholders.

Center for Evidence-Based Dentistry: Database of Systematic Reviews
The American Dental Association's collection includes over 2,000 systematic reviews relevant to healthcare in dental settings.

Cochrane Database of Systematic Reviews
Cochrane provides systematic reviews of primary research in human health care and health policy, and are internationally recognized as the highest standard in evidence-based health care. Each Cochrane Review is a peer-reviewed systematic review that has been prepared and supervised by a Cochrane Review Group (editorial team) in The Cochrane Collaboration.

Database of Abstracts of Reviews of Effects (DARE)
DARE contains details of systematic reviews that evaluate the effects of healthcare interventions and the delivery and organization of health services. DARE also contains reviews of the wider determinants of health such as housing, transport, and social care where these impact directly on health, or have the potential to impact on health.

Database of Promoting Health Effectiveness Reviews (DoPHER)
DoPHER is unique in its focused coverage of systematic and non-systematic reviews of effectiveness in health promotion and public health worldwide. This register currently contains details of over 2,500 reviews of health promotion and public health effectiveness.

EBP Library
The American Physical Therapy Association site links you to systematic reviews published within the past 5 years that synthesize evidence relevant to physical therapist practice.

Evidence for Policy and Practice Information and Co-ordinating Centre (EPPI-Centre)
Part of the Social Science Research Unit at the Institute of Education, University of London, this site provides a large...
number of systematic reviews in the fields of Education, including Initial Teacher Education (ITE), Health Promotion and Public Health, as well as social welfare and international development.

**Health Evidence**
Provides access to over 3,000 quality-rated systematic reviews evaluating the effectiveness of public health interventions.

**NREPP Systematic Review Library**
The National Registry of Evidence-based Programs and Practices site provides systematic reviews on topics related to (1) mental health treatment and promotion, and (2) substance abuse treatment and prevention.

**Nutrition Evidence Library**
The U.S. Department of Agriculture site specializes in conducting systematic reviews to inform Federal nutrition policy and programs.

**OTseeker**
OTseeker is a database that contains abstracts of systematic reviews, randomized controlled trials and other resources relevant to occupational therapy interventions.

**Physiotherapy Evidence Database (PEDro)**
Produced by the Centre for Evidence-Based Physiotherapy at The George Institute for Global Health, PEDro is a free database of over 25,000 randomized trials, systematic reviews and clinical practice guidelines in physiotherapy.

**PROSPERO**
PROSPERO is an international database of over 2,000 prospectively registered systematic reviews in health and social care.

**PubMed**
PubMed systematic reviews cover a broad set of articles that build consensus on biomedical topics and medical genetics. PubMed also includes meta-analyses, reviews of clinical trials, evidence-based medicine, consensus development conferences, and guidelines. After doing your search, click on the "Article types" limit at the top of the left-hand column and select "Systematic Reviews."

Note that this Systematic Reviews filter in PubMed will include meta-analyses results. If however, you want to search for only for meta-analyses, select the Meta-Analysis filter under Article Types. You will need to deselect everything in this filter except meta-analyses. Alternatively, you can also search for systematic reviews in PubMed by clicking on the Clinical Queries link on PubMed’s home page.

**PubMed Health**
PubMed Health specializes in systematic reviews of clinical effectiveness research.

**Tutorials & Guides**

**Finding Systematic Reviews at PubMed Health**

**How to Cite Cochrane Reviews in APA Style**

**How to use The Cochrane Library**

**PubMed: Find Systematic Reviews**

**Study Design 101** from the The Himmelfarb Health Sciences Library

**What is a Systematic Review?**

**Articles & Books**


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Researching Theoretical Frameworks

Theoretical frameworks provide a particular perspective, or lens, through which to examine a topic. There are many different lenses, such as psychological theories, social theories, organizational theories and economic theories, which may be used to define concepts and explain phenomena. Often times, these frameworks may come from an area outside of your immediate academic discipline. Click here for a comprehensive definition of theory and how it relates to social science research. Using a theoretical framework for your dissertation can help you to better analyze past events by providing a particular set of questions to ask, and a particular perspective to use when examining your topic.

Traditionally, Ph.D. and Applied Degree research must include relevant theoretical framework(s) to frame, or inform, every aspect of the dissertation. Further, Ph.D. dissertations should make an original contribution to the field by adding support for the theory, or, conversely, demonstrating ways in which the theory may not be as explanatory as originally thought. You can learn more about the theoretical framework requirements in the NCU Template PhD Degree CP 2013 and NCU Template Applied Degree CP 2013 documents located in the NCU Dissertation Center. View our Library FAQ for how to locate these documents here.

It can be difficult to find scholarly work that takes a particular theoretical approach because articles, books, and book chapters are typically described according to the topics they tackle rather than the methods they use to tackle them. Further, there is no single database or search technique for locating theoretical information. However, the suggestions below provide techniques for locating possible theoretical frameworks and theorists in the Library databases. In addition to your Library research, you should consider discussing possible theories with colleagues and
your Dissertation Chair. Also, keep in mind that you will probably find and discard several potential theoretical frameworks before one is finally chosen.

Roadrunner Search

On the Roadrunner Advanced Search screen, include theor* as one your search terms, as shown below. It will retrieve results that include one of the following keywords: theory, theories, theoretical, theorist, or theorists. It is important to keep in mind, however, that this is not a foolproof method for locating theoretical frameworks. Scholars will often cite theory or theorists in order to refute them, or because they are saying something that's tangentially related, or they may even just refer to theory briefly in passing. In our example, we have selected the field for AB Abstract because if theory is mentioned within the abstract, the study is more likely to take a theoretical approach.

As shown below, results from our example search clearly include articles which apply theory to the topic of curriculum design.

2 Learning Sequences in the Acquisition of Mathematical Knowledge: Using Cognitive Developmental Theory to Inform Curriculum Design for Pre-K-6 Mathematics Education


Subjects: Curriculum Design, Mathematics Education; Mathematics Instruction; Teaching Methods; Elementary Education; Preschool Education; Learning Strategies; Mathematical Concepts; Outcomes of Education; Program Effectiveness

Show all 5 images

PDF Full Text

3 A theory-based curriculum design for remediation of residents' communication skills


Subjects: Communication; Competency-Based Education methods; Curriculum; Internship and Residency methods; Patient-Centered Care methods; Physician-Patient Relations

Show all 5 images

PDF Full Text (363 KB)

Remember to look past the article title. Theoretical information may be mentioned in a subheading, or referred to elsewhere in the document. Use the FIND feature in your PDF viewer or internet browser to scan the document for
terms such as theor (to pull up theory, theorist, theoretical), framework, conceptual, perspective, etc., as shown below.

ProQuest Dissertations & Theses

Since most doctoral research requires a theoretical framework, looking at completed dissertations related to your topic is an effective way to identify relevant theories and theorists. ProQuest Dissertations is accessible from Research Resources -Dissertation Resources, and provides access to over 1 million full text doctoral dissertations and graduate theses. You may limit your search to only doctoral dissertations by using the Advanced Search screen. Look at the table of contents or abstract for reference to theoretical framework, as shown below. The dissertation’s references/bibliography will have a full citation to the original theorist’s research.

The impact of curriculum design on health promoting behaviors at a community college in south Florida


Abstract (summary)  Translate

The turn of the century has been greeted with major health care changes. Society is striving toward goals of health-promotion and wellness, historically nursing education’s domain. To promote health in a population of community college students, this pilot study implemented health-promoting curriculum at a local community college. The theoretical framework for this research was Nola J. Pender’s Health-Promotion Model. This framework was operationalized by Pender and Walker (1987) in an instrument, “Health-Promoting Lifestyle Profile II” (HPLP II). This instrument evaluates health-promoting behavior. The HPLP II was administered to: (a) An experimental group of 50 nursing students and 67 non-nursing students, and (b) a control group of 24 nursing and 31 non-nursing students for base-line measurement. The experimental group attended a health-promotion continuing education curriculum incorporating Pender and Walker’s health-promotion subscales. After completion of the continuing education program, a post-test of the HPLP II was given. Without intervention, the

E-Books

Use the Library’s e-book databases to gather background information on a particular theory or theorist. To access, go to Research Resources – Find an E-Book. Since the e-book databases will contain fewer resources than a database containing thousands of scholarly journal articles, it is best to keep your search terms a little more broad. For example, a search for education theory in the Ebrary database results in many relevant e-books, as shown below. Expanding the Table of Contents will provide additional details about the e-book.
Encyclopedias and handbooks will also provide reliable background information on particular theories. For example, a search for cognitive developmental theory in the Credo Reference database results in a number of reference entries which discuss the history of the theory, identify relevant theorists, and cite seminal research studies.
Finally, some e-books may actually provide guidance about how to incorporate the theoretical framework into your research design. SAGE Research Methods provides e-books and e-book chapters which may help you better understand the theoretical framework aspect of your research study. A selection of resources is included below.


Web of Knowledge

You may conduct a Cited Reference Search in Web of Knowledge to find articles that cite a primary theorist in your area. These articles are likely to tackle your topic through your theoretical lens, or will point you toward another article that does. To access Web of Knowledge, go to Research Resources – Databases from the Library's home page.

1) On the Web of Knowledge home page, select "Web of Science Core Collection" from the drop down arrow next to All Databases (this is the default).

2) Click the drop down arrow Basic Search and change it to "Cited Reference Search."

3) Enter the name of a key theorist in your area (in our example, John Dewey) in the format they specify (in this case Dewey J*), as shown below, and press "Search."
4) Select all the options that appear to relate to your theorist. For often-cited people (such as Dewey) use the "Select All" button, even though this will probably gather in a few citations that aren't relevant to your search. Note that this will only gather the first 500 results. If you really want to be thorough, you'll have to do searches for 500 results at a time.

5) At the bottom of that page, click "Finish Search." However, do not spend time reviewing your results quite yet.

6) On the results screen, select the appropriate Web of Science category under Refine Results. For example, we could select “Education Educational Research” and then click “Refine.”

7) You may wish to further refine by Document Type, Research Area, Author, etc. (also located on the left hand menu).

8) Sorting your results by "Times Cited" (defaults to Publication Date – Newest) is an effective way to discover the most frequently cited works.

9) Finally, start reviewing your results to see how they may relate to your topic/theory. Typically, the abstract will identify the cited theorists, as shown below.

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**3. Learning styles and learning spaces: Enhancing experiential learning in higher education**

By: Kolb, AY. Kolb, DA

*ACADEMY OF MANAGEMENT LEARNING & EDUCATION Volume: 4 Issue: 2 Pages: 193-212 Published: JUN 2005*

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**Additional Resources**


Organizing Your Social Sciences Research Paper: Theoretical Framework (University of Southern California) - [http://libguides.usc.edu/content.php?pid=83009&sid=618409](http://libguides.usc.edu/content.php?pid=83009&sid=618409)

Finding Seminal Works

Seminal works, sometimes called pivotal or landmark studies, are articles that initially presented an idea of great importance or influence within a particular discipline. Seminal articles are referred to time and time again in the research, so you are likely to see these sources frequently cited in other journal articles, books, dissertations, etc.

Identifying seminal articles relies heavily on your own thoroughness in the examination and synthesis of the scholarly literature. Typically, there will not be any explicit labels placed on articles, identifying them as seminal. Rather, you will begin to see the same authors or articles cited frequently. It is important to keep in mind that seminal studies may have been published quite some time ago. Limiting a database search to only the past 5 years, for example, may exclude seminal studies from your results. To avoid overlooking pivotal research that may have occurred in years past, it is recommend that you do not use a date limiter.

Although identification of seminal research will occur naturally as you progress in your research, there are additional resources that may be used to help you visualize the development of research over time, and to identify possible seminal works. These resources and search techniques are described below.

SAGE Navigator

SAGE Navigator is a social sciences literature review tool, designed to help graduate and doctoral students at the start of the literature review process. This database provides an extensive overview of nearly 300 social science topics (including business, education, and psychology) written by SAGE editors and renowned academics.

To access SAGE Navigator, go to the Library’s home page and click on Research Resources – Databases. Scroll down and select the link for SAGE Navigator.

In addition to providing topic overviews, SAGE Navigator allows you to browse a list of between 60-120 recommended readings from the key literature, including journal articles, book chapters and more. These sources have been hand-selected by experts in their field, saving you valuable time in identifying seminal research.

To access Key Readings, browse or search SAGE Navigator to locate a Major Work related to your research topic. Once you have selected a title, click on the Key Readings tab, as shown below.
Key readings will default to a list in the form of a Table of Contents, as shown below. However, you can change this to view the readings by Title or Publication Date. Click on the key reading title in order to view an abstract or excerpt, or to link out to the full text where available.
Also included on the Key Readings tab, is the SAGE Knowledge interactive chronology tool. This lets you visualize how the research has developed over time. Each dot on the chronology represents one seminal work, which you may hover over for more details. Look at the groups of colored dots to identify patterns in the research. Are some subtopics more heavily studied than others? Has research in this area peaked several years ago and has since died down?

In the example below, we see that research in Online Learning has remained pretty consistent since the year 2000. However, research focused on New and Emerging Technologies seemed to gain the most momentum in 2005.
For additional instruction on SAGE Navigator, view the Using SAGE Navigator Tutorial [here](#).

**Web of Knowledge**

Another quick way to find seminal papers is to use citation analysis tools available in Web of Knowledge. Web of Knowledge provides access to current and retrospective bibliographic information, author abstracts, and cited references from 3,000 of the world's leading social sciences journals across 50 disciplines.

To access Web of Knowledge, go to the Library’s home page and click on Research Resources – Databases. Scroll down and select the link for Web of Knowledge.

On the Web of Knowledge home page, first execute your search and refine it until you get the search results that reflect your topic. On the results screen, you will see Times Cited to the right of the article citation, as shown below. A large number of times cited will likely indicate that the article is a seminal study. Sort by Times Cited – highest to lowest to place the most highly cited source at the top of your results list (also shown below).
The Web of Knowledge citation mapping tool may also prove helpful when identifying seminal research. The citation map tracks an article’s cited and citing references, allowing you to go forward and backward in time to visually discover an article’s wider relationships.

To access the citation mapping feature, first choose and click on one of the hyperlinked titles in your results list to access its full record. Next, click on the link in the full record labeled View Citation Map, as shown below.

Next, select which kind of map you want to see, and then click on the Create Map button in the bottom right of your screen. You may then color code, re-configure, and organize your citation maps to discover trends in citation activity.

In the citation map below, for example, we have color coded by author, allowing us to identify Schneider as a frequently cited author. If you see an author name over and over again on a citation map, these are authors who may have produced seminal research, and are certainly worth investigating.
For additional instruction on Web of Knowledge, view the introductory quick tutorial video here. You may also view additional tutorials and register for live training from Web of Knowledge here.

Google Scholar

Google Scholar allows you to search across many disciplines and types of scholarly sources: articles, theses, books, abstracts and court opinions, from academic publishers, professional societies, online repositories, universities and other web sites. Link Google Scholar to the NCU Library to find full text articles, when available. Click here for details.

Like Web of Knowledge and Microsoft Academic Search, Google Scholar also identifies how many times a particular source has been cited. This will be displayed beneath the abstract/excerpt or bibliographic information, as shown below. Again, a high number of citing sources could signal a seminal work.

Google Scholar

About 34,200 results (0.06 sec)

Articles

Kindergarten readiness and retention. A qualitative study of teachers' beliefs and practices
Abstract The issues concerning teachers' beliefs about and use of retention were explored in a qualitative study. Clinical interviews with teachers, participant observation in kindergarten classes, analysis of documents, and interviews with parents revealed that teachers' beliefs ...

Cited by 209 Related articles All versions Cite Save

Teacher retention: why do beginning teachers remain in the profession?
... 15% were kindergarten teachers ... express that the professional prestige of the education profession is not as good as the teacher was originally ... The inference is that experienced early childhood or elementary females teachers whose employment factors are perceived to be ...

Cited by 159 Related articles Cite Save More

ProQuest Dissertations & Thesis

Perhaps one of the best ways to find seminal research for your dissertation is to review other students' dissertations on the same or related topic. Read through the literature review sections see what authors/articles were considered important enough to include.
ProQuest Dissertations & Theses provides access to over 1 million full-text dissertations from hundreds of different universities. To access ProQuest Dissertations & Theses, go to the Library’s home page and click on Research Resources – Dissertation Resources. Next, select the link for ProQuest Dissertations & Theses.

Using the Advanced search screen, you may easily locate dissertations by Title, Author, Keyword, Subject, etc. Click on Full text – PDF in order to view the full document and begin reviewing for important authors and sources.

The use of humor for emotion management on the job: An exploration of 911 communication centers

Organizational culture

Communication scholars have found that an organization’s culture can affect crisis communication positively and negatively (Alder, 1997; Kauffman, 2005; Salem, Barclay, & Hoffman, 2003; Schiffrin, 1994; Wisc, 2003). Alder’s (1997) comparison of the Mann Gulch and Storm King Mountain fires found the “organization’s culture,

Books

Because books are typically much more comprehensive than scholarly articles and dissertations, they often present a thorough overview of a particular discipline. Books are likely to identify prominent researchers in the field, and to describe key concepts and theories, or history and evolution of the field. Therefore, books may be a great place to find references to seminal research. Look for chapters on background or history or theories, etc.; although, often times these elements are simply integrated into other chapters. Also, take a look at the references which may be included at the end of individual chapters, or at the end of the book.

As an example, the following Ebrary book, Leaders of Their Own Learning: Transforming Schools Through Student-Engaged Assessment, clearly identifies Rick Stiggins as a seminal researcher in the area of student-engaged assessment. Review the chapter or book references list to find the full article citations referencing his work.
Strengthening Home-School Connections

Student-engaged assessment engages families in their children’s learning at many levels. When student progress is reported clearly and transparently, and standards are made accessible and understandable, families are reassured. They gain confidence in their relationship with the school. Nothing is more powerful for a family than witnessing their child’s self-confidence and joy in learning as they present and share their work in student-led conferences, celebrations of learning, and passage presentations.

What the Research Says

Our work in student-engaged assessment draws heavily on the work of Rick Stiggins and his colleagues at the Assessment Training Institute, pioneers in the field of assessment (Stiggins, 2005; Stiggins, Arter, Chappuis, & Chappuis, 2006). Their work has brought assessment for learning strategies (formative assessment) to classrooms around the country, helping teachers and students see the power of assessment as a tool to support improvement and further learning, rather than just a way to measure learning at a fixed point in time. You will see many formative assessment strategies throughout our student-engaged assessment book; however, our approach widens the focus from the instructional strategies that are at the center of formative assessment to strategies that improve school culture, elevate leadership roles for students, engage families and communities, and deeply affect curriculum.

Formative assessments are assessments for learning that occur frequently at the outset of and during learning to enable teachers to adapt instruction and foster student improvement, such as entrance or exit tickets, whereas summative assessments are assessments of learning that reflect student progress at a particular point in time, such as formal essays.

Internet Search Engine

Finally, searching online may be a possible way to identify seminal research in your topic area. For example, try entering
phrases such as landmark studies psychology or influential studies psychology or seminal research psychology into Google, or another search engine, as shown below.

Keep in mind, however, that information retrieved from the open web should be more heavily scrutinized than information you might find in vetted library databases. In other words, do not assume that a study is pivotal simply because you found somebody’s blog post stating such. Has that article been heavily cited? Does it present a unique perspective, new idea, or breakthrough conclusion? Has it influenced other research that followed?

For additional information about evaluating online sources, please see the Website Evaluation page.

Scholarly articles for seminal research psychology
... psychology of religion and coping: Theory, research, ... - Pargament - Cited by 3103
... RESEARCH—PSYCHOLOGY. A New Combination ... - Perelman - Cited by 104
William James on consciousness beyond the margin. - Taylor - Cited by 125

List of important publications in psychology - Wikipedia, the ... en.wikipedia.org/.../List_of_important_publications_in Psych... - Wikipedia
Dream interpretation became a part of psychoanalysis due to this seminal .... The psychology of learning and motivation: Advances in research and theory (Vol.

Gerard Keegan's Psychology Site: Seminal Studies In Social ... www.gerardkeegan.co.uk/resource/seminalstudies.htm - Seminal Studies In Social Psychology (Click these links to skip down the page) Asch S. E. (1956) Studies of independence and conformity. Sherif M. (1956) ....

Seminal and Core Articles | Psychology and Education @St ... psychanded.wordpress.com/2009/11/16/seminal-and-core-articles/ - Nov 16, 2009 - Therefore, if you want to really understand the research, you need to read these seminal articles. A seminal article tells you WHY researchers ...

Resources for Reading and Critiquing

Reading scholarly, scientific, or legal literature can seem like a daunting task especially when those sources use specialized vocabulary. You need to be capable of not only reading these resources but critically evaluating them to
determine whether they apply to your research. Critical reading means that you are conducting a deep reading of the text and are not just skimming the resource. You should consider a number of factors including organization, tone, logical consistency, authority, reliability, and bias. This section of the Research Process provides guidance on reading and critiquing resources like a scholar. Proceed to the next section for help with reading scientific articles.

Reading a Scientific Article

Attempting to read a scientific article for the first time may seem overwhelming and confusing. This guide details how to read a scientific article step-by-step. First, you should not approach a scientific article like a textbook—reading from beginning to end of the chapter or book without pause for reflection or criticism. Additionally, it is highly recommended that you highlight and take notes as you move through the article. Taking notes will keep you focused on the task at hand and help you work towards comprehension of the entire article.

1) **Skim the article.** This should only take you a few minutes. You are not trying to comprehend the entire article at this point, but just get a basic overview. Pay attention to the structure of the article, headings, and figures.

2) **Grasp the vocabulary.** Begin to go through the article and highlight words and phrases you do not understand. Some words or phrases you may be able to get an understanding from the context in which it is used, but for others you may need the assistance of a medical or scientific dictionary. Free, online medical and scientific dictionaries available through our Library databases as well as on the open web are listed below.

3) **Identify the structure of the article and work on your comprehension.** Most journals use an IMRD structure: An abstract followed by Introduction, Methods, Results, and Discussion. These sections typically contain conventional features, which you will start to recognize. If you learn to look for these features you will begin to read and comprehend the article more quickly.

   - The abstract gives a quick overview of the article. It will usually contain four pieces of information: purpose or rationale of study (why they did it); methodology (how they did it); results (what they found); conclusion (what it means). Begin by reading the abstract to make sure this is what you are looking for and that it will be worth your time and effort.

   - The **introduction** gives background information about the topic and sets out specific questions to be addressed by the authors. You can skim through the introduction if you are already familiar with the paper’s topic.

   - The **methods** section gives technical details of how the experiments were carried out and serves as a “how-to” manual if you wanted to replicate the same experiments as the authors. This is another section you may want to only skim unless you wish to identify the methods used by the researchers or if you intend to replicate the research yourself.

   - The **results** are the meat of the scientific article and contain all of the data from the experiments. You should spend time looking at all the graphs, pictures, and tables as these figures will contain most of the data.

   - Lastly, the **discussion** is the authors’ opportunity to give their opinions. Keep in mind that the discussions are the authors’ interpretations and not necessarily facts. It is still a good place for you to get ideas about what kind of research questions are still unanswered in the field and what types of questions you might want your own research project to tackle. (See the Future Research Section of the Research Process for more information).

4) **Reflect on what you have read and draw your own conclusions.** As you are reading jot down any questions that come to mind. They may be answered later on in the article or you may have stumbled upon something that the authors did not consider. Here are some examples of questions you may ask yourself as you read:

   - Have I taken time to understand all the terminology?
   - Am I spending too much time on the less important parts of this article?
- Do I have any reason to question the credibility of this research?
- What specific problem does the research address and why is it important?
- How do these results relate to my research interests or to other works which I have read?

Links to Online Medical & Scientific Dictionaries

Credo Reference: The American Heritage Medical Dictionary
SAGE Research Methods: Dictionary of Statistics & Methodology, Third Edition
MedlinePlus Medical Dictionary
The Science Dictionary

Links to Additional Internet Resources

American Society of Plant Biologists: How to Read a Scientific Paper
Anatomy of a Scholarly Article
Purdue University Libraries: How to Read a Scientific Paper Interactive Tutorial
Science Buddies: How to Read a Scientific Paper
YouTube Video: How to Read Scientific Literature

Producing Scholarly Research

Once you have found a research topic of interest and developed a hypothesis, you are ready to begin producing scholarly research. Through your research, you will be exploring and addressing the relationships between the variables in your hypothesis. During the course of your research, you may find information that contradicts your research statement. When this happens, you will want to try to find more information that confirms or denies the contradictory information. You may also determine that your original research question needs to be revised. In this case, you can identify new concepts through database searches, further examine the relationship between the concepts, and review your search strategy to incorporate these new concepts. It may also be helpful to also maintain a log of previous search results based on different search methods and modify them accordingly. Once you have answered your initial research question, you should not stop your research before determining if the original information need has been satisfied or if additional information is needed.

If you are doing dissertation level research, you will also be collecting your own data using a test or measure designed to address the variables present in your research. Continue to the Tests and Measures section for more information on finding and evaluating test instruments.

Note: When writing a dissertation, the goal of creating original, scholarly, research is to add to the body of knowledge.

Finding Relevant Information

You may find it difficult to find scholarly articles, and books in which your hypothesis is directly addressed. If so, then expand your search to theories and variables that are related, but not directly so. No matter how specific or elusive your topic is, there is research out there that is relevant, so keep looking. Look for resources that address one or two of the variables in your study, theories that are either directly or indirectly related, as well as research that relates specifically to the population of interest. By focusing on resources that address different parts of your research topic, you can combine this information in a way that is directly applicable.
Finding Statistics

Statistical data will lend credibility to your research by providing facts and figures supporting your position. Therefore, statistics may be important to include in your class assignments, research papers, and theses. However, statistical data is not always easy to find since there is no single source for this type of information. Statistics may come from scholarly journals, magazines, newspapers, reports, websites, books, statistical databases, and more. The guide below outlines several techniques and resources for finding and evaluating statistical data.

Evaluating Statistics

Inclusion of erroneous statistical data can harm the credibility of your research. Therefore, it is very important to evaluate the source of your statistical information. The following questions will help you to evaluate the reliability of statistical information.

- Who is the author of the source that presents the statistics? What are the author’s credentials? Is the author an authority on the subject? Could the author be presenting bias?
- What is the date of the statistics? How current are they? Are they relevant to the time period that you are interested in?
- Who is the intended audience?
- What type of publication is the data published in? And is the data clearly represented?
- Can the data be cross-checked in other reliable sources?
- Can the statistics be verified? Do the methods used and data presented seem valid?

Statista

The Statista database provides current statistics from private and government sources on a wide range of topics including technology, health, public opinion, and market research. You can access Statista by hovering over Research Resources on the Library homepage and clicking on Databases.

On the Statista home page, you may enter a keyword relating to your research topic to retrieve results for Statistics and Studies & Reports, as shown below.
You may download Statista charts in the form of a .png image, or as Excel, PowerPoint, or Adobe Acrobat files. These charts are permitted for use in your papers and presentations, as long as you properly cite the original source of the data in your research, not the Statista database. In the example below, you would cite the World Health Organization (WHO).
**Journal Articles**

Often you may obtain statistics from journal, magazine or newspaper articles on your research topic. The Library's Roadrunner Search is a good starting point since it searches approximately 95% of the Library’s databases in a single, simultaneous search. To access, go to the Library’s homepage and look for the box in the middle of the page titled Roadrunner Search. Click on the Advanced Search link to bring up more search options.

You may include the keywords (ratio OR statistics OR proportion OR percentage) as part of your search string, as shown below. **Additional keywords to consider are prevalence, numbers, increase, decrease, data, trends, polling, figures, and tables.**

**Internet Search Engines**

Conducting a search in Google or another internet search engine is also a good starting point for finding statistics related to your research topic. Reliable sources of statistics may include government and technical reports, scholarly journal articles, conference papers, white papers, and professional organizations.

When retrieving statistics from the internet, it is even more pertinent to evaluate the source as reliable and appropriate for use in scholarly research. Refer to the Evaluating Statistics section above for specific questions you should ask regarding the statistical source. The Website Evaluation page provides additional factors to consider before including online sources in your research.

Similar to a database search, in Google you may include the keyword statistics as part of your search string, as shown below. **Additional keywords to consider are ratio, proportion, percentage, prevalence, numbers, increase, decrease, data, trends, polling, figures, and tables.**
Statistics Websites

Government, agency and organizational websites are a great source of reliable statistical information.

**Bureau of Justice Statistics** – Provides information on crime, criminal offenders, victims of crime, and the operation of justice systems at all levels of government.

**Bureau of Labor Statistics (BLS)** - Principal fact-finding agency for the Federal Government in the broad field of labor economics and statistics. The BLS is an independent national statistical agency that collects, processes, analyzes, and disseminates statistical information.

**Bureau of Transportation Statistics** – Statistics from the U.S. Department of Transportation are organized by transportation mode, region, or subject. **Finding Transportation Statistics** provides additional resources for statistics.

**Business Data and Statistics: USA.gov** - Find data and statistics on banking, earnings, economic analysis, trade and more. The U.S. government's official web portal for business data

**Centers for Disease Control and Prevention: FastStats** - Provides quick access to statistics on topics of public health importance and is organized alphabetically.

**ChildStats.gov** - Provides statistics on children and families in the U.S. across a range of domains, including family and social environment, economic circumstances, health care, physical environment and safety, behavior, education and health.

**Data and Statistics: USA.gov** - The U.S. government's official web portal allows you to find data by topic, format, agency, and more.

**Data.gov** - Easily find, download, and use datasets generated by the Federal Government.

**Department of Homeland Security: Data** – Provides statistical information on citizenship, immigration, FEMA, and more.

**FedStats** - Easy access to statistics and information produced by more than 100 U.S. Federal Government agencies.

**Integrated Postsecondary Education Data System (IPEDS)** – Provides statistics related to postsecondary education, including admissions, tuition rates, enrollment numbers, demographics of students, and more.

**International Statistical Agencies** – Directory of international statistical agencies provided by the U.S. Census Bureau.

**National Center for Education Statistics (NCES)** - Located within the U.S. Department of Education and the Institute of Education Sciences, NCES is the primary federal entity for collecting and analyzing data related to education.

**National Center for Health Statistics** - Statistics from the U.S. Dept. of Health and Human Services.
Organization for Economic Co-operation and Development (OECD) – Data on key economic indicators such as GDP, inflation, unemployment, government debt and deficit.

Statistics on Child and Family Well-Being - Resources provide State and national statistics on child and family well-being indicators, such as health, child care, education, income, and marriage.

U.S. Census Bureau – Data on population & housing, economy, and demographics. Easy Stats gives you quick and easy access to selected statistics collected by the U.S. Census Bureau through the American Community Survey.

U.S. Energy Information Administration - Provides information and data covering energy production, stocks, demand, imports, exports, and prices.


The World Bank: Data - Provides data about development in countries around the globe.

UNESCO Institute for Statistics (UIS) - Primary source for cross-nationally comparable statistics on education, science and technology, culture, and communication for more than 200 countries and territories.

UNSD Statistical Databases – The United Nations Statistics Division of the Department of Economic and Social Affairs (DESA) brings UN statistical databases within easy reach of users through a single entry point. Users can search and download a variety of statistical resources of the UN system.

World Health Organization (WHO): Data and Statistics - Provides access to data and analyses for monitoring the global health situation.

Finding Datasets

A dataset (also spelled ‘data set’) is a collection of raw statistics and information generated by a research study. Datasets produced by government agencies or non-profit organizations can usually be downloaded free of charge. However, datasets developed by for-profit companies may be available for a fee.

Most datasets can be located by identifying the agency or organization that focuses on a specific research area of interest. For example, if you are interested in learning about public opinion on social issues, Pew Research Center would be a good place to look. For data about population, the U.S. government’s Population Estimates Program from American Factfinder would be a good source.

An “open data” philosophy is becoming more common among governments and business organizations around the world, with the belief that data should be freely accessible. Open data efforts have been led by both the government and non-government organizations such as the Open Knowledge Foundation. Learn more by exploring The Open Data Handbook. There is also a growing trend in what is being called “Big Data”, where extremely large amounts of data are analyzed for new and interesting perspectives, and data visualization, which is helping to drive the availability and accessibility of datasets and statistics.

Searching for Datasets

To find open data for a particular U.S. state or country, try using a search engine and the keywords: open data [name of state or country] , as shown in the image below:
For additional information about locating statistics, please see our Finding Statistics page.

For information about citing data sets, please see this post from the APA Style Blog: How to Cite a Data Set in APA Style

NCU Library Subscribed Databases

⭐ Euromonitor - provides business intelligence on industries, market data & forecasts, and consumer lifestyles from over 200 countries. Retrieve international market research data, including reports on specific products, industries, and companies. Statistical data is available for export to Excel or manipulated into visual images. Learn more by viewing Euromonitor Help Videos.

⭐ Mergent Online - Provides detailed financial records for company research, including up to 15 years of historical data. Also provides varied reporting options, including company and industry comparisons. Full-text available. Company financials are available for export to Excel.

Large Open Access Datasets - The following government, agency and organizational websites are a great source of reliable data sets.

American Fact Finder - A division of the US Census Bureau, this site provides datasets from censuses and surveys conducted by the Bureau.
Africa Open Data - Search and download more than 900 datasets from countries across the continent. File formats are available in csv, zip and shapefile (shp) for use with GIS software.
Data.gov - The gateway to searching and discovering U.S. government data. This site boasts over 90,000 datasets!
Data.gov.uk - Search over 17,000 datasets from the government of the United Kingdom. This database allows for limiting search results by theme (subject), format (file type) and publisher.
European Union Open Data Portal - Gateway to data produced by EU member institutions. The homepage features most viewed datasets, as well as updated datasets and top publishers (agencies/institutions). Most datasets can be downloaded in pdf or zip formats.
National Digital Archive of Datasets (NDAD) - A division of the U.K. National Archives, these datasets are from 1997-2010. Fully searchable and can be downloaded in html, csv, xls, and more.
Open Data Canada - Search and download datasets in different formats (csv, xml, zip, html). Featured datasets are also available across a wide range of categories.
United Nations Data - The gateway to data and statistics for UN supported projects, including the Monthly Bulletin of Statistics. To learn how to best use this resource, see these FAQs. Also see UN Statistical Databases for more datasets.
The World Bank - Datasets can be browsed and searched across a wide range of indicators and categories.
Download options are available from basic to advanced. View the World Bank Databank tutorial to learn more about how to use and download datasets.

Public Opinion/Surveys

General Social Survey (GSS) - A social trends survey conducted on American society and compared to international trends. This survey has been unchanged since 1972. Datasets are in SPSS and STATA formats, with additional options available.

International Social Survey Programme (ISSP) - Affiliated with the GSS, this survey has been conducted since 1980.

The Latin American Databank - A joint project between the Roper Center and the Center for Latin American and Caribbean Studies at the University of Connecticut. Data can be browsed by country or decade. Keyword search options are also available.

Pew Research Center - Datasets available to download for many of the Center’s main projects. Free registration is required to download.

Roper Center Public Opinion Archives - Over 20,000 datasets available from 1935 to present. Users can also set up an RSS feed for updates.

World Values Survey - Datasets available to download for surveys dating back to 1981 in SPSS, SAS and STATA formats.

Searchable Sites

Datacatalogs.org - This site provides a browseable or searchable of open data catalogs around the world, including government and non-government sources.

Datacite - A repository of open datasets that are available online. Links to the dataset homepage are available along with the associated subjects, publisher (authority) and description.

Google Public Data - Freely available tool for searching public datasets. Importing, saving and linking tools are also available. See more from Google Public Data Help.

Harvard Dataverse Network - An open network of research and scientific data containing over 50,000 studies.

Business

Damodaran Online: Corporate Finance and Valuation (NYU, Stern School of Business, Dr. Aswath Damodaran)

International Monetary Fund Data & Statistics

IMF DataMapper

Fiscal Rules Dataset (1985-2013)

National Longitudinal Surveys (Bureau of Labor Statistics)

Organization for Economic Co-Operation and Development (OECD) Statistics

Quadri - “Time-series” numerical only data for economics, finance, markets & energy; Features step-by-step wizard for finding and compiling data


Surveys of Consumers (Thomson Reuters & University of Michigan)

U. S. Bureau of Economic Data

Education


Child care and Early Education Research Connections

Datasets from NCES - (Harvard University, Graduate School of Education, Dr. John Willett)

Education Data.gov (U.S.)

Higher Education General Information Survey (HEGIS) Series

Integrated Postsecondary Education Data System

National Center for Education Statistics (NCES)

Statistical Abstract of the United States (2012): Education

U.K. Department of Education Datasets
Psychology
American Psychological Association - Links to datasets and Repositories
Children Born to Unwed Parents between 1998-2000 (Princeton)
Chidstats.gov (Forum on Child and Family Statistics)
Gender & Achievement Research Program
The Kinsey Institute Data Archives
National Archive of Criminal Justice Data
National Data Archive on Child Abuse and Neglect
National Longitudinal Study of Adolescent Health (Add Health)
Neuroscience Information Framework (NIF) Data Federation
Substance Abuse and Mental Health Data Archive (SAMHA)

General Social Sciences
Consortium of European Social Science Data Archives (CESSDA)
Gapminder - A non-profit organization that calls itself a “fact tank”. More than 500 world demographic indicators from the World Bank, Lancet and many other entities are available for download in Excel format, view or visualize
Inter-university Consortium for Political and Social Research (ICPSR) - One of the largest collections of data for social and behavioral research. File formats include SPSS, SAS and csv.
National Archive on Criminal Justice Data
National Center for Health Statistics (NCHS) - Extensive tutorials are available to assist users with learning how to incorporate NCHS data into their research.
The Odum Institute Dataverse (University of North Carolina Chapel Hill)
U. S. Department of Housing and Urban Development (HUD)
U.K. Data Service - sponsored by the U.K. Economic & Social Research Council (ESRC)

Datasets for Learning Purposes
Kaggle - This for-profit company offers data forecasting services for the energy industry, also maintains a platform for "predictive modeling competitions". Get a team together and challenge yourselves to compete!
Statistical Reference Datasets (National Institute for Standards & Technology)
Statistics for Psychology (University of Bath, Dept. of Psychology, Dr. Ian Walker)
SPSS Data Sets (Butler University, Dept. of Psychology, Dr. Roger J. Padgett)
SPSS Data Page (East Carolina University, Dept. of Psychology, Dr. Karl L. Wuensch)
Sociology Data Set Server (St. Joseph’s University, Dept. of Sociology)
Teaching with Data - While this site does not have datasets to download, they have excellent resources for locating datasets and other tools for using data in education
UCI Machine Learning Repository - Used primarily for the computer sciences, a number of social sciences datasets are available here. Each dataset has cited references.

Additional Datasets
The Facebook Project
The Association of Religion Archives
The Guardian (UK) Datablog
Public Data Sets (Amazon Web Services) - Notable sets include the NASA Nex Project and 1000 Genome Project
Social Computing Data Repository - Arizona State University collects and makes available for download datasets from the most popular social networks including Twitter, FourSquare, YouTube and more.
Stanford Large Network Dataset Collection - Features data from social networks, online reviews and more.

Open-access Tools for Data Analysis
Influence Explorer - This tool focuses on political science data from multiple watchdog and non-government organizations. Users can select data and use various tools to compare and visualize results.
Many Eyes - A free tool provided by IBM for data visualization and sharing datasets.
The National Map - This website provides datasets for representing U.S. government data using various map tools. Maps include: The National Atlas of the United States, U.S. Topo, Historical Topographic Map Collection, and the
National Map Viewer,
*Nesstar* (Norwegian Social Science Data Services) - An open access, web-based tool for publishing and analyzing data
*OpenRefine* - Formerly Google Refine, this free tool allows intermediate to advanced level users multiple options for managing large datasets.
*Social Explorer* - This tool allows users to manipulate data from demographic and economic sources to create their own maps, interactive images, and more. The limited free version provides access to data from the 2000 US Census.
*Statwing* - A limited free tool to analyze and visualize data. (Note: The free version makes your data available publicly up to 25mb.)
*TableauPublic* - A free tool for visualizing data in a wide variety of design options

**Dissertation Research Methods**

Once you are well into your literature review, it is time to start thinking about the study you will design to answer the gap you identified. Which methodology will you use to gather the data for your research? Will you use a qualitative, quantitative, or mixed methods methodology? You will choose a research method that best aligns with your research question.

To evaluate which type of methodology will be most appropriate, you will work closely with your Mentors. However, as you are reading the literature, take a look at past studies that focus on your topic, or a similar topic. What kind of research methodology do you see being used most often? Once you have an idea about the general methodology type that would suit your research, consult with your Mentor on the possibility of using that methodology.

*PsycARTICLES* and *PsycINFO* databases allow you to limit your search results to show articles that use a particular methodology.

*SAGE Reference Online* and *Ebrary* databases are great places to locate information describing research design and methodologies. Finding a research design strategy is similar to the research process as a whole: first, locate general information on research design and methodologies, then gain background knowledge on the methodology you feel would most appropriately address the type data you will be collecting, and finally choose a methodology and test/measurement to use in your research.

**Tests and Measurements**

Finding the right test or measure can sometimes be difficult. In some cases, tests are copyrighted and must be purchased from commercial publishers. In other cases, instruments can be obtained for free directly from the authors or can be found within published articles (in the methods section or as an appendix). The Library can help you with obtaining publisher or author information along with test reviews, if they are available.

One important decision you will eventually face in the dissertation process is whether to use an existing instrument, to modify an instrument, or to create your own instrument from scratch. The latter two will require extensive testing and are not generally recommended. Whichever decision you make should be thought over carefully and discussed with your mentor or dissertation chair committee.

**Where do I start?**

The most common way a doctoral student will discover instruments relevant to their dissertation research idea is by reading carefully the methods sections in peer-reviewed journal articles. A dissertation builds on your field of study
and you will be well served by understanding how constructs you are interested in have been measured before. For example, if you are interested in depression, as you read articles take note of which depression inventories are used and why.

Try searching databases such as PsycINFO, PsycARTICLES, or SAGE Journals Online for variables in your study or their synonyms as keywords to locate articles relevant to your research (Cone & Foster, 2006, pg. 172). You might also wish to limit your search to scholarly, peer-reviewed journals and type of study, i.e., quantitative, qualitative, or mixed methods similar to your own. Should the instrument not be available in the article, you can contact the author(s) for a copy. The Library also subscribes to the PsycTESTS database, which is a repository of open access, or freely available, tests and measurements as well as information on the tests.

Other resources that can help identify the proper instrument are Mental Measurement Yearbook with Tests in Print (MMY with TiP) and Educational Testing Services (ETS). MMY with TiP offers test reviews that are written by experts and contain descriptions of tests and commentary on their psychometric adequacy (Cone & Foster, 2006, pg. 170). ETS does not include reviews but still offers information on a “test’s purpose, individuals for whom it is appropriate, and administration times” (Cone & Foster, 2006, pg. 171). Use MMY with TiP, and ETS, to 1) obtain contact information and 2) read descriptive information on the measure of interest. You will need to either purchase the test from a publisher or contact author(s) to obtain the test along with copyright permissions to use it in your research.

Lastly, you might try searching for a test or measurement or information about them on the Internet. Google.com is an excellent Internet search engine for finding information on test instruments. To find information about a particular test or measurement on Google.com type the name of the test or measurement into the empty search field and place it in quotes:

References

Resources in the Library for Locating Tests and Measures
Mental Measurements Yearbook with Tests in Print
The Mental Measurements Yearbook with Tests in Print database, 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.

PsycINFO and PsycARTICLES
These EBSCOhost databases allow you to limit search results to the type of methodology used in a study. You can limit to qualitative, quantitative, or select both for studies using mixed methods. Both these databases are excellent
resources for finding information related to behavioral and health sciences.

PsycTESTS
PsycTESTS is a repository for the full text of public domain psychological tests and measures, as well as a rich source of structured information about the test, including published articles and studies that have utilized the test. Keep in mind that commercial tests will still need to be purchased from the publisher, this database only contains the full text of open access tests.

ERIC
The Education Resources Information Center (ERIC) is an online digital library of education research and information. ERIC is sponsored by the Institute of Education Sciences (IES) of the U.S. Department of Education. ERIC provides ready access to education literature to support the use of educational research and information to improve practice in learning, teaching, educational decision-making, and research.

Note: you can limit search for a specific test.

PubMed
PubMed comprises more than 19 million citations for biomedical literature from MEDLINE, life science journals, and online books. Citations may include links to full-text content from PubMed Central and publisher web sites.

Web of Knowledge
Web of Knowledge provides access to current and retrospective bibliographic information, author abstracts, and cited references in social science journals that cover more than 50 disciplines. It is helpful in locating key publishers in a variety of fields.

ScienceDirect
The ScienceDirect database is comprised of two collections of journals related to behavioral and health sciences as well as other subject areas such as business and education. ScienceDirect's multidisciplinary nature makes it a useful resource for researchers in any subject area.

Note: These Library resources can be located on the Library's Databases page.

Links to Internet Resources

National Information Center on Health Services Research and Health Care Technology (NICHSR)
APA FAQ/Finding Information About Psychological Tests
Buros Center for Testing
RAND Health Surveys and Tools
Medal.org (requires registration but is free)
ConsultGeriRN.org
ETS

Links to Other University Website Guides

University of Texas, Arlington: Tests and Measures in the Social Sciences
University of North Carolina, Chapel Hill: Finding Tests, Surveys, and Measurements
Lister Hill Library of the Health Sciences: Searching for Test Instruments
St. Mary's University Blume Library: Personality Tests & Resources
San Diego State University: Index to Tests in Journal Articles
Organizing Research

Organizing your scholarly articles and other research material may be as simple as saving those document files to your computer and placing them into clearly organized folders. Others may prefer to print out hard copies of your articles and file them in physical file folders. The Library provides additional approaches to organizing your research materials, as described below. Regardless of which method you choose, organizing your research is a crucial step in the overall research process. By organizing your research material you will be able to: easily retrieve your sources now and in the future; group similar sources together; and possibly identify potential patterns or links within your research topic.

Database Folders

Many Library databases allow you to create personal accounts in order to store and organize your research articles. Note that without creating an account, articles will remain in your folder only for your current browsing session. Creating a personal database account is a great way to store full text articles which you plan to use in your research. However, keep in mind that you will need to login to the database each time you want to access your saved articles.

To create a personal account in an EBSCOhost database, click the “Sign In” link in the top toolbar. If using Roadrunner Search, you will need to click on the Folder link at the top of the screen and then click on “Sign In to My EBSCOhost.” From the Sign In to My EBSCOhost screen, click the “Create a new Account” link, as shown below.

Fill in the fields on the Create a New Account screen. When you have completed the fields, click Save Changes. If all the information was accepted, a message appears that provides your user name and password. Click OK. You will be automatically logged in as a personal user. You should note the user name and password you created so you can log in at a future session. A brief tutorial demonstrates the features of My EBSCOhost.

To create a personal account in a ProQuest database, click the “My Research” link in the top toolbar. From the Welcome to My Research screen, click the “Create a My Research account” link, as shown below.
Welcome to My Research!

Existing user - Sign in

Username: 
Password: 
Forgot your password? Sign in

New to My Research?

Discover more with ProQuest by creating a personal My Research account.

Setting up a My Research account is simple and free to all ProQuest users. Learn more...

Create a My Research account

Fill in the fields on the Create a My Research account screen. You do have the option of linking an existing RefWorks account to your ProQuest My Research account. Once your accounts are synchronized, whatever you do with the folders, documents, and bibliographies in one system is reflected in the other. Again, this is an optional step. When you have completed the fields, click Create Account.

If all the information was accepted, you will receive an automated email from ProQuest asking you to verify your email address to fully activate your My Research account. You should note the user name and password you created so you can log in at a future session.

Keep in mind, if you have not logged into ProQuest My Research through NCU Library for a period of 76 days, you will be notified by email that your My Research account will become inactive after 90 days. The email will explain that to avoid inactivation of your account, simply connect to ProQuest through the Library and then sign into your My Research account. Your account will remain active.

A brief tutorial demonstrates the features of ProQuest My Research.

While the instructions have been provided for creating personal accounts in EBSCOhost and ProQuest, you may wish to create accounts in additional databases, as well. Contact the Library if you encounter any difficulties creating personal database accounts.

Keeping Track of Resources

One of the major steps in organizing your research is keeping track of all of the resources you have used. This process has come a long way from the old index card method in which you would record all of the bibliographic data you needed in order to cite the source. Today, there are electronic ways to record and organize your citations.

Many Library databases have tools that allow you to view, export, or email your resource citations in APA Style. Using a database’s citation feature will allow you to immediately display a citation on the database screen which can then be copied and pasted into your paper. This method is great for quickly recording a source that you have used. However, for long term storage and management of these citations, look at the section below on Citation Management Tools.

To access a database’s citation feature, look for a link that says “Cite,” “Citation Tools,” or something similar. In Roadrunner Search, this feature is located on the right-hand side of the detailed record screen, as shown below.
It is important to keep in mind that database citation features are not 100% accurate. Therefore, when using database citation tools, it is extremely important to double-check that all the needed citation elements are in place.

**Citation Management Tools**

It is likely that in the future, you will want to refer back to research material which you used for a course activity or paper. Or, perhaps you want to remember a particular article for use in your dissertation. It can be cumbersome or confusing to try to keep track of these articles by writing them down, or by storing them in computers folders. Luckily there are electronic programs which will accomplish this task for you. Called citation management tools, these resources allow you to easily gather, manage, store and share all types of research material, as well as generate citations and bibliographies.

As with the database cite feature, it is important to note that citation management tools, whether free or purchased, are subject to error. The only reference that is not subject to error is the *Publication Manual of the American Psychological Association* (6th Ed.). Therefore, when using citation management tools, it is extremely important to proofread your citations carefully.

Continue reading below for descriptions of citation management tools available through the Library and freely online.

**RefWorks**

The Library provides free access to RefWorks, a citation management tool that allows you to import citations directly from Library databases, or manually enter any citations so that you can organize them into folders, keep track of them in your papers, and produce an APA formatted reference list. Note that RefWorks does not store the full-text articles but will provide a link to the full-text within the databases. To access RefWorks from the Library’s home page, hover over Research Resources and click Databases. RefWorks is also accessible from the Popular Databases menu on the Library’s home page.

You will need to set up an individual RefWorks account the first time you use this database. Once you have clicked the database link from the Databases page, click “Sign Up for a New Account,” as shown below. The RefWorks group code is **RWNCentralU**. Please note that this is case-sensitive. This code is required when creating a new account, as shown below. Some databases also require this code to be entered before exporting resources into RefWorks.
Login to Your RefWorks Account

Welcome to RefWorks 2.0! The new interface puts all your favorite features at your fingertips, is easier and more intuitive to use—and better to look at, too!

Want to learn how to get around RefWorks 2.0?
Watch our RefWorks 2.0 preview to see what’s new and to learn how to quickly navigate through the basic features. Or participate in one of our free webinars! For a list of our current scheduled training sessions, please click here.

Want to keep up with the latest on RefWorks?
Fan us on Facebook or follow us on Twitter. Join these RefWorks communities and you’ll be the first to hear about team—even be invited to participate in special events.

Connect with RefWorks now!

For in depth instructions on how to use RefWorks, please watch our RefWorks Workshop recording. You may also view our RefWorks FAQs here.

EndNote

The Library also provides free access to EndNote, a research management tool designed to work seamlessly with the Web of Knowledge database. You may navigate back and forth between Web of Knowledge and EndNote while collecting your research. EndNote allows you to store your references and PDFs, find full text, and create APA formatted bibliographies.

To access EndNote, you must first enter the Web of Knowledge database. To access Web of Knowledge from the Library’s home page, hover over Research Resources and click Databases. Web of Knowledge is also accessible from the Popular Databases menu on the Library’s home page. Once on the Web of Knowledge homepage, click the EndNote tab in the upper right.

You will need to set up an individual EndNote account the first time you use this database. Once you have clicked on the EndNote tab within Web of Knowledge, click “Register,” as shown below.
For additional assistance with EndNote, view the tutorial videos [here](#).

**Additional Resources**

Additional research organization tools which may require an account setup or purchase are described below. Click [here](#) to read reviews on some of these products from NCU students, faculty, and alumni. **Keep in mind, however, that these resources may not integrate with the NCU Library databases. Additionally, the Library cannot provide technical support for these citation management tools.**

- **BibDesk** – Free reference management software package for Mac OS X.
- **CiteULike** – Free service which expands beyond traditional bibliographic management tools by connecting you with other researchers with similar interests; allows you to store and search PDFs.
- **EasyBib** – Automatically formats, alphabetizes, and prints bibliographies for free.
- **Evernote** - Collect information from anywhere and save it in one single place: from notes, web clips, files, images and more, on any device. Free and premium accounts.
- **Mendeley** – Free reference manager and academic social network that can help you organize your research, collaborate with others online, and discover the latest research.
- **Reference Manager** – Citation management program available for purchase.
- **Zotero** – Free research tool that helps you gather, organize, and analyze sources (citations, full texts, web pages, images and other objects). Zotero is a Firefox (browser) add-on.

**Resources for Writing**

**The Northcentral University Academic Success Center** is a useful resource for those in the writing process. You can find information on APA style, different forms of academic writing such as annotated bibliographies and literature reviews, and much more. You can also access the SmarThinking service through the Academic Success Center, which provides tutoring services and writing reviews in several different subject areas.

For specific APA reference examples, refer to Chapter 7 (pages 193-224) of the *Publication Manual of the American Psychology Association* (6th ed.). For information about citing references in-text, refer to pages 174-179. The following internet resources also provide valuable information about APA Style:
APA Style Blog

Purdue OWL APA Formatting and Style Guide

For those in the dissertation process, the Northcentral University Dissertation Center is invaluable. You can find the latest copy of the Dissertation Handbook as well as paper templates for each document you will be required to write during the dissertation phase. The Dissertation Center also has an “Ask a Researcher” feature available to help you with general research and statistical questions that might arise during the dissertation research process. Remember that your Dissertation Committee and Chair will be your best resources for any specific questions you may have about your research or research methodology that you have chosen for your study.

Keeping your references well organized is important. You can use RefWorks, which is provided through the Library, to store citation information and format bibliographies in APA style. Use the RefWorks folders to sort your resources by methodology, topic area, variable, resource type, etc. Think of RefWorks as an online filing cabinet for your research resources. This is a great way for you to quickly see how much research you have accumulated in different areas. For more information about RefWorks, including how to create an account, see the RefWorks FAQs.

Copyright and Plagiarism

Individuals or groups own creative ideas or original work is known as intellectual property. For instance, slogans, images, music, books, videos, articles, inventions, and other resources are in many cases legally protected under copyright, trademark, or patent laws. Violation of intellectual property rights and laws can carry severe financial, legal, and academic consequences, including academic expulsion.

Laws, such as copyright, protect original creative work used to foster creativity and stimulate ingenuity by protecting the owner’s rights and investment in their work. For example, the creator of a hit song wants to protect their work so they can receive recognition and financial benefit. What would happen if laws did not exist to protect an original work? Anyone could claim ownership to it, and would thus preclude any desire for new original work that could potentially benefit society.

So how do you know if the work you wish to use is copyright protected, and what should you do if you wish to reproduce the information for academic purposes? The simplest way is to check if the work is registered with the U.S. Copyright Office. However, a work need not be registered for the owner to file copyright infringement, as an original work is protected at the point of creation. In fact, the creator can register their work at any point to declare ownership and file copyright infringement against violators. As a rule of thumb, err on the side of caution. It is always best to obtain author/owner approval or purchase the work directly from the publisher or distributor unless stated otherwise. Recently many creators of web content have taken to licensing their work through the Creative Commons (CC). Be sure to read licensing and copyright information associated with the work before using.

If the work is for academic purposes, such as sharing with your class or a group, you should be familiar with Fair Use guidelines: purpose of use, the nature of the information, amount of information to be used, and the affect to a publisher’s future profits. It is important to keep in mind that resources used for academic purposes may still require copyright permissions. For more information on Fair Use, including a chart to assist you in determining Fair Use, see this website.

For general guidelines regarding copyright ownership by date of publication, see the Digital Copyright Slider tool.

Do you have specific copyright questions? Please see the Student’s Copyright FAQs here.

Plagiarism

In your research you must always credit direct quotations and paraphrasing from sources of information that you use. Failure to do so is considered plagiarism—presenting another’s idea or research as your own. Crediting sources is
most often done by using a formal documentation style; for instance, Northcentral University requires the use of American Psychological Association (APA) formatting style. It is important to keep in mind that even if information is freely available on the internet, it must be properly cited to avoid plagiarism. Charges of plagiarism and copyright violation can lead to serious consequences such as expulsion from the university and law suits. For more information about plagiarism, and how to avoid it, see the Avoiding Plagiarism section on Purdue OWL.

Take the "How to Recognize Plagiarism" tutorial and quiz to see how well you can identify various types of plagiarism.

The "You Quote It, You Note It!" tutorial is another interactive tool to learn about plagiarism. Copyright and plagiarism are both very serious and important concepts to be aware of and understand. If you violate either one of these concepts, either purposely or inadvertently, you risk very serious consequences.

Conclusion

Remember that the research process takes time and effort. You should not expect to complete all of these steps in only a few hours; in fact, library research for a dissertation often takes years. By thoughtfully approaching your assignment you will be able to pick a reasonable topic, research the topic, and compose an organized piece of scholarly research. Many of the resources that are offered through the Library have been mentioned in this guide, but remember to take a look around the Library website for any additional tools or resources that you may benefit from. Always feel free to use the Ask a Librarian question form, on the Library home page, to send a question to the Northcentral University Library. The Library staff are here to support you in your research, so make sure to take advantage of this resource as well!

Information Literacy Resources

Information literacy is a process that pertains to the following points:

1) the importance and need for information in our day lives
2) the ability to develop search strategies for identifying and locating relevant information
3) the need to evaluate information effectively in the face of increasing proliferation
4) the ability to effectively communicate and present new information from resources gathered
5) the recognition of legal and ethical issues surrounding information

Below are listed websites and resources to assist you in all steps of the information literacy process. Using Primary Sources on the Web Popular vs. Scholarly Periodicals Tutorial Reading for Thinking: Detecting Bias Quiz Digital Copyright Slider Plagiarism.org

Other pages contained in the Research Process area of the library will also assist you with the information literacy process.
Research Process Flow Chart

1. **Research Process**
   - **Yes:** Consider if your prospective topic is feasible? Can you be an objective researcher?
   - **No:** Begin by gaining general knowledge. Look at books, encyclopedias, Internet.

2. **Do you need to find a research topic?**
   - **Yes:** Consider: do you need primary or secondary sources? Do you need scholarly or popular sources?
   - **No:** Form a research question.

3. **Search Library databases using keywords, Boolean operators, subject terms, and database limits.**

4. **Are you getting too many search results?**
   - **Yes:** Consider using refinements to store and organize your references.
   - **No:** To narrow your search topic be more specific, add keywords, use database limits.

5. **Did you find sufficient resources for your topic?**
   - **Yes:** Analyze and organize the relevant information.
   - **No:** To broaden your search topic be less specific, remove keywords, remove database limits.

6. **Are you getting too few search results?**
   - **Yes:** Consider taking a library workshop to learn about database search techniques.
   - **No:** To narrow your search topic be more specific, add keywords, use database limits.

7. **To begin the writing process:**

*create and share your own diagrams at gliffy.com*