

Learning Resource
Centre
February 2024

Basics of Literary Searches

Help Session

Reviewing Basic Literary Search Skills
and Assessing Academic Articles



*This PowerPoint is presented in tandem with a live walkthrough of the CINAHL database features. Necessitating the presenter tab between the slides and the CINAHL website.

This session does a complete walkthrough of a typical example that can be applied to the Literary Search Lab for N1001, N101, and Bridge Lit. Lab OR to any essay research.

<https://cns.easternhealth.ca/resources/learning-resource-centre-lrc/apa-and-other-resources/>

Basics of Literary Searches

This session is intended to help nursing students at the Centre for Nursing Studies (CNS) understand the fundamentals of doing a literary search. This session can be applied to BScN, PN, and Continuing Studies programs.

While students progress through their programs at the CNS, they are expected to learn how to write academically and professionally. To that end, several courses will include essays, papers, term papers, and writing assignments.

All assignments and papers over a page must provide supporting evidence from academic or research resources, including articles. This presentation will help students complete an effective literary search for articles and accurately assess those articles.

CINAHL website access:

<https://www.library.mun.ca/hsl/dbases/> (on campus/MUN users)

****As of September 1st, 2024: Non-Degree Students (PN and Continuing Studies), please visit the computer lab to access the CINAHL database.**

If students are having difficulty accessing CINAHL or have any literary search questions, please visit either;

The Computer Lab in room 122, Southcott Hall

Or

The Library in room G36, Southcott Hall

<https://www.comedywildlifephotography.com/>



Objectives & Goals

- What is a literary search?
- Creating a *search question*
- Identifying search terms
- Finding alternative ways of expressing those terms and finding the databases' way of saying those terms
- Using Boolean terms to make a *search statement*
- Refining your results
- Assessing articles

Literary search - also known as lit. search or looking for articles

Scenario

Your instructor is planning a discussion in class on the emotional effects of type 1 diabetes in teens. She asks each student to find good current nursing articles on the subject for next class.

What is your search question?
What are your key words?
What are some of your limiters?

But before we start, can anyone see something we should clarify with your professor regarding this scenario?

How many 'good current nursing articles' should we find? 2? 5? 10+?

If you are using these slides for the N1003, N101, or Bridge Lit. Search Lab: You need to find **3** articles that best answer your **search question**.

If you are using these slides for an essay or assignment, refer to your course Brightspace shell for the type of articles/books/websites that are needed. Defer to your professor's guidelines.

From this scenario, draft your search question. What are you trying to learn about this topic?

What is a *Search Question?*

It is a question that is focused on what you are trying to determine. You need to have a clear idea of what you are trying to learn. From your search question you should be able to easily pick out key words and limiters for your topic.



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Your Search Question should be a **simple sentence** and end with a question mark (?). Your search question is to help focus you on what type of articles you are trying to find.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5037943/>

Scenario

Your instructor is planning a discussion in class on the emotional effects of type 1 diabetes in teens. She asks each student to find good current nursing articles on the subject for next class.

What current information is available about the emotional effects of type 1 diabetes in teens?

Or

What should the nurse know about how type 1 diabetes in teens affects them?



So, what's our search question from this scenario?


Q: Which one is good of these two examples?

A: Both are equally valid and acceptable.

We'll write this question down in case your digital database times out. Inadvertently, if you are doing this lit. search for an essay you are writing, the answer to your search question can become your thesis statement.

What happens if you type this whole sentence into the CINAHL search bar? 5, 503 results. That is way too many articles to assess. Let's break this search question down into key terms.

Do not put whole sentences into the search bar.



Scenario

Your instructor is planning a discussion in class on the emotional effects of type 1 diabetes in teens. She asks each student to find good current nursing articles on the subject for next class.

So what are our key terms?

- » Type 1 Diabetes
- » Teens
- » Emotional effects

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From your search question and/or scenario you should be able to identify key terms. What are our key terms from this scenario?

Keywords- are also known as key concepts or key terms. They are usually proper nouns. A disease, a condition, a medical event, a profession, a medication, a population group, etc.

Terms like 'effect' are too vague, and may either severely expand or restrict your results.

You can have 1, 2, 3, or even 4 keywords, but more than 3 may not yield many results.

What are the different ways we can say these 3 terms?

<https://guides.lib.montana.edu/c.php?g=940999&p=8917125>

Key terms

Our Key Terms

- » Teens
- » Emotional effects
- » Type 1 Diabetes



Key Term 1: Teens

- » Teen(s)
- » Teenager(s)
- » Adolescent(s)
- » Adolescence
- » Young adult(s)
- » Youth(s)
- » Juvenile(s)
- » Youngster(s)
- » Teenzilla
- » Tater tot

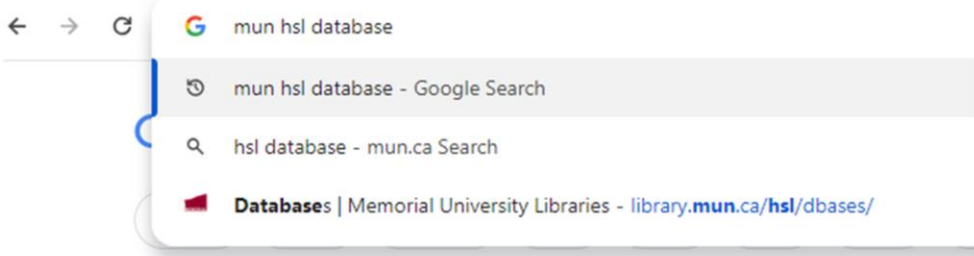
Find alternative words to express each key term: plural and singular, British vs. American vs. Canadian spelling.

Ex. Pediatric (American) vs Paediatric (Canadian-British)

Our example here is different ways to express 'teens'; you would then do the same with the other terms, 'Emotional effects' and 'Type 1 Diabetes.'

517,509 results

<https://www.alloprof.qc.ca/fr/elevs/bv/anglais/canadian-spelling-a2860>



A screenshot of a web browser's search bar. The search bar contains the text "mun hsl database". Below the search bar, there are three search suggestions: "mun hsl database - Google Search", "hsl database - mun.ca Search", and "Databases | Memorial University Libraries - library.mun.ca/hsl/dbases/". The browser's navigation icons (back, forward, refresh) are visible to the left of the search bar.

Search MUN HSL DATABASE on your web browser

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Let's go to our digital database of choice: CINAHL

This is the database used for N1003, N101, and Bridge Lit. Search Lab

About 44,600 results (0.25 seconds)



Memorial University Libraries
<https://www.library.mun.ca> > hsl > dbases

Health Sciences Databases

Health Sciences **Databases** ; Top Picks CINAHL Plus · Cochrane Library ; Point-of-Care
DynaMed · App ; Evidence-Based Clinical Practice Guidelines · JBI EBP **Database**

Select <https://www.library.mun.ca/hsl/dbases/>

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Memorial University Libraries | Health Sciences Library

Research Tools ▾ Using the Libraries ▾ Our Libraries ▾ About Us ▾ Ask Us

Memorial University Libraries — Health Sciences (HSL) — Databases

Health Sciences Databases

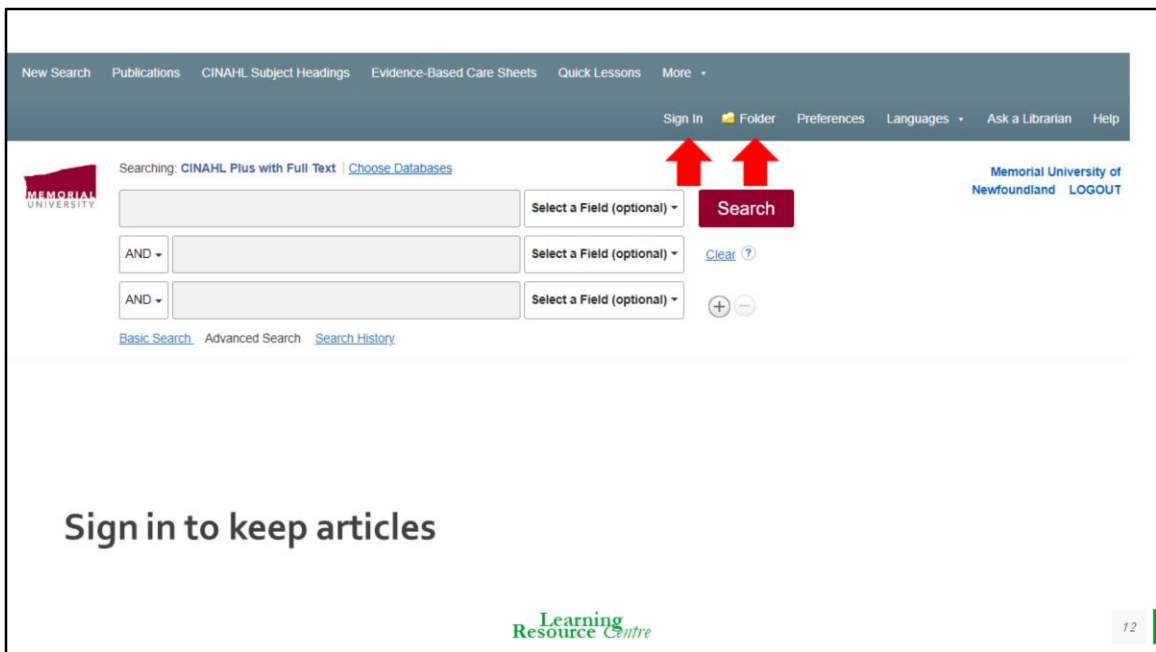
Top Picks	Drug & Pharmacy
CINAHL Plus	Lexicomp Online
Cochrane Library	medSask
Embase	NatMed Pro
Ovid MEDLINE	CPS Full Access (App)
PubMed	

Pick a database

Select the digital database you want,

For the session we will be looking at CINAHL.

CINAHL is a comprehensive digital database with millions of nursing and allied health articles. Its records are detailed, making it easier to assess the quality of your articles later.



If you would like to save articles for later, you will need to create an account. Click on **sign in**, and then select **create an account**.

You can save articles to your folder now, and when you sign in again they will be there. This also means you can sign in from home instead of on the CNS campus/MUN campus;

<https://search.ebscohost.com/login.aspx?authtype=userOnly>

You will need to sign in using your EBSCO username and password. Then there should be a list of databases. Scroll down the list until you see **CINAHL Plus with Full text**. Click the little box next to it and then scroll up to the top of the page and click on the continue button. This should take you to CINAHL.

****As of September 1st, 2024: Non-Degree Students (Practical Nursing and Continuing Studies), please visit the computer lab to access the CINAHL database.**

Key Terms the Database Uses

The screenshot shows a library database interface. At the top, there is a navigation bar with several menu items: 'New Search', 'Publications', 'CINAHL Subject Headings', 'Evidence-Based Care Sheets', 'Quick Lessons', and 'More'. The 'CINAHL Subject Headings' item is circled in red. Below the navigation bar, there are links for 'Sign In', 'Folder', 'Preferences', 'Languages', 'Ask a Librarian', and 'Help'. The main search area features the Memorial University logo on the left, a search input field containing 'CINAHL', a dropdown menu for 'Select a Field (optional)', and a red 'Search' button. The text 'Searching CINAHL with Full Text' and a link 'Choose Databases' are visible above the search input. On the right side, there is a link for 'Memorial University of Newfoundland' and a 'LOGOUT' button. At the bottom of the page, there is a 'Learning Resource Centre' logo and a page number '13'.

Next, you need to plan a search strategy, identify major concepts, and translate those major concepts using natural language terms and CINAHL subject descriptors. We found different ways to say our terms, but how does the database catalogue/index them? What words does the database use?

****Switch over to CINAHL and type in 'teens.'** Show the drop-down menu, which will give them ideas for different ways to express a word.

It is a requirement to use the **CINAHL Subject Headings** for the N1003, N101, and Bridge lit. search lab!

The screenshot displays the CINAHL Subject Headings interface. At the top, it shows 'Results For: teens' and 'Subheadings for: Adolescence'. Below this, there are options to 'Check box to view subheadings' and 'Click linked term for tree view'. A red arrow points to the 'Adolescence' subheading, which is checked. The right-hand panel contains a list of subheadings with checkboxes, including 'Classification/CL', 'Education/ED', 'Ethical Issues/EI', 'Evaluation/EV', 'History/Hi', 'Legislation And Jurisprudence/LJ', 'Organizations/OG', 'Psychosocial Factors/PF', and 'Statistics And Numerical Data/SN'. A legend explains that each two-letter code represents a subheading, e.g., 'AN' represents 'Analysis'. At the bottom, there are 'Related Headings' such as 'Puberty' and 'Young Adult', and a 'Used For' section listing 'Adolescent; Adolescents; Teen Ager; Teen Agers; Teenager; Teenagers; Teens; Youth; Youths'.

Between the search bar drop-down options, the subject headings, major and minor concepts, and the common language terms we wrote down, we have a large list of terms we can use to create our search statement.

Remember, you do not need to use all of your terms, a part of the lit. search process is refining your search as you go.

Click on **CINAHL Subject Headings and type in 'teens', show that the term CINAHL uses for teens is **adolescence**.

** Click on scope, to show the students that it does give a definition of the term/concept/subheading.

** Type in the CINAHL Subject headings 'symptoms.' Demonstrate clicking the check mark by the term to see the subheadings, major concepts, and minor concepts to get even more synonyms students can use. The Major and Minor concepts can be useful if a student is struggling to come up with different ways to express a key term.

point out the subheadings **Prevention and Control, **Psychosocial Factors**, **Symptoms**, **Therapy**, and **Ethical Issues**. All good terms to use during literary searches for essay writing and if the student is struggling to narrow down large topics.

Our Search terms

Key term 1	Key term 2	Key term 3
» Teen(s)	» Diabetes	» Emotional effect(s)
» Teenager(s)	» Diabetes mellitus	» Psychological effect(s)
» Adolescence	» Diabetes Mellitus Type 1	» Psychosocial Factors

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©Delphine Casimir/Corbis/Wildlife

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So, we found all our key terms and different ways to express them.

We are going to combine them into a search statement (not the same as your search question).

A search statement is the key terms and Boolean operators you put directly into the search bar(s).

To make a search statement, we need to understand Boolean operators.

Boolean Operators

Operator	Uses
AND	To narrow down search results
OR	To broaden search results
()	To group similar terms together
" "	To define multiple words as ONE search term
*	I am too lazy to type out all the plurals and different ways to say something

AND: I want articles back with teens AND Diabetes AND emotional stuff!

OR : I want articles back that have either the word; (teens OR teen OR teenager OR teenagers OR adolescents OR adolescence)

() : I want you to group these terms together because they are all the same key term. Treat each search bar as brackets.

" " : used to group 2 or more words of one term. I want the specific phrase "psychosocial factors" because I don't want random articles about just 'factors'

* : I want all versions of nurs*, because I do not want to type out: (nurses OR nurse OR nursing OR nursed)

<https://libguides.dundee.ac.uk/literaturesearching/searchtechniquesboolean>

[https://laneguides.stanford.edu/LitSearch/step4#:~:text=Boolean%20operators%20\(AND%2C%20OR\),of%20information%20or%20concepts%20together](https://laneguides.stanford.edu/LitSearch/step4#:~:text=Boolean%20operators%20(AND%2C%20OR),of%20information%20or%20concepts%20together)

<https://libguides.lib.umanitoba.ca/howtosearch/booleanoperators>

Refining Your Search

"psychosocial factors" or "psychosocial impacts" or	Select a Field (optional) ▾	Search	
AND ▾ Teen* OR Adolescen*	Select a Field (optional) ▾		Clear ?
AND ▾ diabete* or "diabetes mellitus type 1" or "typ	Select a Field (optional) ▾		+ -

[Basic Search](#) [Advanced Search](#) [Search History](#) ▶

“psychosocial effects”

If the database searches psychosocial and effects separately you are going to get a lot of results with the term ‘effects.’ So what happens if you add more OR’s to psychosocial factors? We should get more results right? "psychosocial factors" OR "psychosocial effects" OR "psychosocial impacts" OR "emotional effects”

2580 results for that is not bad, but still a bit too much to look through. Let’s try narrowing it down further. Remember you can add more ANDs to narrow down your results and add more ORs to broaden your results! Lets leave the refining for now, but we are forgetting something. What about our limiters?!



Limiters

Your instructor is planning a discussion in class on the emotional effects of type 1 diabetes in teens. She asks each student to find good current nursing articles on the subject for next class.

- » Current! Last 5 years?
- » English language
- » Nursing?

Limiters are things that can narrow or refine your search in the database. You can have more than one limiter, but the more limiters you use, the smaller your search results will be.

What should be a few of our limiters, based on our scenario?

https://connect.ebsco.com/s/article/Using-Limiters-to-Refine-Your-Search?language=en_US#:~:text=Limiters%20let%20you%20narrow%20the,more%20than%20one%20is%20available

Limiters

- » **Current:** Your professor said current articles! So we should tell the database we want recent articles. The last 5 years is generally recommended for healthcare material, but your professor may specify more or less years.
- » **Discussion:** What else would be a good thing? If you are going to have a discussion about it, it would be a good idea if you, your class, and your professor can read it, right? We should specify that we want an article in the English language.
- » **Class:** This is for your nursing class, right? Shouldn't the article relate to nursing in some way?
- » Keep in mind that just because we call these things limiters, it doesn't necessarily mean they will limit your search results; they may also expand your results.

Limiters

References Available

Publication Date

Start month: Month — Start year: 2019 — End month:

Month — End year: 2024

Author

English Language



**Click on advanced search, and scroll down. We need to select the English language and specify the last 5 years.

**show the difference in the search results, between all-time and last 5 years.

Remember just because the title/abstract of the article is in English, does not mean the article is in English.

**show the difference in the search results between un-ticked and ticked English language. Clicking on the option, 'the first author is a nurse' would exclude all of the 2nd, 3rd, and 4th authors, which means we might be missing out on really good articles. Any author is a nurse, only gets you 10 articles back.... 10's a little small.

Most authors may not have their affiliation/ degree listed in the database, we could be missing out on good articles by clicking it. If we remove it, we return to 436 results—a much more reasonable number! We can always fiddle with this search a bit more; let's try truncation!

With English and last 5 years

Searching CINAHL Plus with Full Text [Choose Databases](#)

"psychosocial factors" or "psychosocial impacts" or Select a Field (optional) ▾ Search

AND - Teen* OR Adolescen* Select a Field (optional) ▾ Clear

AND - diabete* or "diabetes mellitus type 1" or "typ Select a Field (optional) ▾ + -

[Basic Search](#), [Advanced Search](#), [Search History](#)

nlrc Search Results: 1 - 50 of 436 Date Newest

With English, 5 years, AND Nurs*

"psychosocial factors" or "psychosocial impacts" or Select a Field (optional) ▾ Search

AND - Teen* OR Adolescen* Select a Field (optional) ▾ Clear

AND - diabete* or "diabetes mellitus type 1" or "typ Select a Field (optional) ▾

AND - nurs* Select a Field (optional) ▾ + -

[Basic Search](#), [Advanced Search](#), [Search History](#)

sults Search Results: 1 - 40 of 40 Date Newest

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show the search results going from 436 to 40 when we search for nurs as a key term

What if we specify we want it from a nursing journal? Do you think it will narrow or expand our search results?

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Searching: CINAHL Plus with Full Text [Choose Databases](#)

"psychosocial factors" or "psychosocial impacts" or **Select a Field (optional)** **Search**

AND - Teen* OR Adolescen* **Select a Field (optional)** [Clear ?](#)

AND - diabete* or "diabetes mellitus type 1" or "typ **Select a Field (optional)**

AND - nurs* **SO Publication Name** **+ -**

[Basic Search](#) [Advanced Search](#) [Search History](#)

Refine Results

Current Search **v**

Boolean/Phrase:
("psychosocial factors" or "psychosocial impacts&...)

Expanders
Apply equivalent subjects **x**

Limiters
Publication Date: 20200101-20241231 **x**
English Language **x**

Search Results: 1 - 50 of 58
Page: 1 2 Next

1 Experiences and self-care of preg
mellitus: a qualitative study.

(includes abstract) He, Jing; Wang, H
research, tables/charts) ISSN: 1472-6

Subjects: Nurses **Psychosocial Fac**
Diabetes Mellitus Gestational Diagn
18 years; Adult: 19-44 years; Female

[Cited References: \(26\)](#)
[HTML Full Text](#) [PDF Full](#)

Select a Field (optional)
TX All Text
TI Title
AU Author
AB Abstract
MW Word in Subject Heading
MH Exact Subject Heading
MJ Word in Major Subject Heading
MM Exact Major Subject Heading
SU Subject
DH Exact Minor Subject Heading
SO Publication Name
JN Publication [exact]
AF Author Affiliation
AG Age Group
AN Accession Number

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Isn't that strange, it actually gave us more articles by specifying we want an article from a nursing journal.

58 results is very reasonable.

But anywhere between 50 to 500 results is a good reasonable number of results.

Once you have refined your quantity, you will then work on the quality of the articles.

Search Statement

("psychosocial factors" OR "psychosocial impacts" OR
"psychosocial effects")
AND (Teen* OR Adolescen*)
AND (Diabete* OR "diabetes mellitus type 1" OR
"type 1 diabetes")
AND SO Nurs*

with limiters, last 5 years and English language

So we will take what we typed into the search bars and write it down on paper, just in case the power goes, the internet dies, or the site times out. That way we can just go straight back in and pick up where we left off.

This is how we write it out (pretending the individual search bars are brackets), writing exactly what we typed into the search bars.

For the library assignment for N1003, N101 and Bridge it is important to write the **exact** search statement you use that you collected your 3 articles from.



Assessing and Evaluating

- » Your instructor is planning a discussion in class on the emotional effects of type 1 diabetes in teens. She asks each student to find **good** current nursing articles on the subject for next class.
- » What current information is available about the emotional effects of type 1 diabetes in teens?

So we have a good number of results (we're aiming for between 50-500, whatever is reasonable for you to check through)

How do we assess the articles to ensure they are of good quality?

Let's click on 'limit to full text' to make sure we have an article for the purposes of this demonstration.

Please note that selecting the 'full text' option is similar to choosing the 'nurse author' option; you could be missing out on good articles that are accessible through MUN or the DOI link.

The image shows a search result for an academic article. The article title is "5 Quality of Life and Psychological Burden of Parents of Children, Adolescents, and Young Adults with Type 1 Diabetes: A Cross-Sectional Study during the Lockdown Period of COVID-19." The journal is "Academic Journal". The article is by Rikos, Nikolaos; Mpalaskas, Andreas; Fragiadaki, Maria; Frantzeskaki, Chara; Kassotaki, Anna; Linardakis, Manolis. The journal is "Nursing Reports", Sep2022 v; 12(3): 564-573. 10p. (Journal Article - research, tables/charts) ISSN: 2039-439X. The subjects are COVID-19 Pandemic; Stay-at-Home Orders; Diabetes Mellitus, Type 1 In Infancy and Childhood; Diabetes Mellitus, Type 1 In Adolescence; Parents Psychosocial Factors; Psychological Distress Evaluation; Quality of Life Evaluation; Child: 6-12 years; Adolescent: 13-18 years; Adult: 19-44 years; Middle Aged: 45-64 years; Female, Male. There are 37 cited references. A PDF full text link is available. A "Tools" menu is open on the right, showing options for Google Drive, OneDrive, Add to folder (highlighted with a red line), and Print. A small blue folder icon in the top right corner of the article preview is circled in red.

5 Quality of Life and Psychological Burden of Parents of Children, Adolescents, and Young Adults with **Type 1 Diabetes**: A Cross-Sectional Study during the Lockdown Period of COVID-19.

(includes abstract) Rikos, Nikolaos; Mpalaskas, Andreas; Fragiadaki, Maria; Frantzeskaki, Chara; Kassotaki, Anna; Linardakis, Manolis **Nursing Reports**, Sep2022 v; 12(3): 564-573. 10p. (Journal Article - research, tables/charts) ISSN: 2039-439X

Academic Journal

Subjects: COVID-19 Pandemic; Stay-at-Home Orders; **Diabetes Mellitus, Type 1** In Infancy and Childhood; **Diabetes Mellitus, Type 1** In **Adolescence**; Parents **Psychosocial Factors**; Psychological Distress Evaluation; Quality of Life Evaluation; Child: 6-12 years; **Adolescent** 13-18 years; Adult: 19-44 years; Middle Aged: 45-64 years; Female, Male

Cited References: (37)

[PDF Full Text](#)

Tools

- Google Drive
- OneDrive
- Add to folder**
- Print

Adding to folder

You can add articles to your folder as we go down our search results.

You can click the little blue folder next to article titles in the results list, and that will add them to our folder.

Alternatively, if you go into an article, you'll find an 'add to folder' option on the right-hand side.

Once we've added a few promising articles to our folder, the next crucial step is to assess their quality. This is a key part of the research process and will ensure that the articles we include are reliable and relevant.

[Detailed Record](#)
[PDF Full Text](#)
[Cited References \(37\)](#)
[Find Similar Results using SmartText Searching.](#)

[Result List](#) [Refine Search](#) [5 of 7](#)

Quality of Life and Psychological Burden of Parents of Children, Adolescents, and Young Adults with Type 1 Diabetes: A Cross-Sectional Study during the Lockdown Period of COVID-19.

Authors: [Bikos, Nikolaos](#); ¹[Mpalaskas, Andreas](#); ¹[Fragiadaki, Maria](#); ¹[Frantzeskaki, Chara](#); ¹[Kassotaki, Anna](#); ¹[Linardakis, Manolis](#)²

Affiliation: ¹School of Health Science, Department of Nursing, Hellenic Mediterranean University, Heraklion 71410, Greece
²Department of Social Medicine, Faculty of Medicine, University of Crete, Heraklion 70013, Greece

Source: [Nursing Reports](#) (NURS REP), Sep2022 v. 12(3): 564-573. (10p)

Publication Type: Journal Article - [research](#), [tables/charts](#)

Language: English

Major Subjects: [COVID-19 Pandemic](#)
[Stay-at-Home Orders](#)
[Diabetes Mellitus, Type 1 -- In Infancy and Childhood](#)
[Diabetes Mellitus, Type 1 -- In Adolescence](#)
[Parents -- Psychosocial Factors](#)
[Psychological Distress -- Evaluation](#)
[Quality of Life -- Evaluation](#)

Minor Subjects: [Greece](#); [Human](#); [Female](#); [Male](#); [Child](#); [Adolescence](#); [Young Adult](#); [Adult](#); [Middle Age](#); [Cross Sectional Studies](#); [Purposive Sample](#); [Descriptive Statistics](#); [Anxiety](#); [Data Analysis Software](#); [Chi Square Test](#); [Pearson's Correlation Coefficient](#); [Multiple Linear Regression](#); [Scales](#)

Tools:
[Google Drive](#)
[OneDrive](#)
[Add to folder](#)
[Print](#)
[E-mail](#)
[Save](#)
[Cite](#)
[Export](#)
[Create Note](#)
[Permalink](#)

After adding a few articles to our folder; the next step is assess the articles chosen. Can anyone spot the issue with this article?

This article isn't quite what we are looking for. It is about the emotional effects of the *parents*, not the teenagers. Even though this was one of our results, it wasn't what we were looking for.

For the purposes of this session, we'll keep using this article, but in a real literature search, we would discard it.

Assessing the Article

- » 1. Is it current? Is it in the last 5 years?
- » 2. It's from a nursing journal, and this article is a research article.
- » 3. It's 10 pages, which is a good length; if it's less than 3 pages, it is not a good article to use for the library assignment.
- » 4. If it says pictorial as its publication type, discard it; it mostly consists of pictures (and is usually less than three pages long).

Canada Healthcare-Similar

- » Key features of the Canadian healthcare system include the following:
- » 1. Publically funded?
- » 2. Comprehensive coverage?
- » 3. Accessibility?
- » 4. Exceptions? i.e., dental/drug coverage
- » 5. Communication style?
- » 6. Similar health concerns?
- » 7. Professional ethics and competencies?
- » 8. Transferable medical/nursing education level?
- » 9. Cultural similarities?

These criteria provide a framework for the assessment. The context of your chosen topic matters when selecting an article. Critically appraise each article to make sure it is context-appropriate.

Is it 'Canada Healthcare similar'?

When we use the term "Canada healthcare similar," we compare other countries' healthcare systems to a framework of principles. It implies that those systems share some of the same characteristics. Assess the article for its overall relevance to Canadian population health needs, including similarity in conditions, treatments, communication, professional ethics, competences, education level, etc. The above criteria provide a framework for the assessment. The context of your chosen topic matters when selecting an article. Critically appraise each article to make sure it is context-appropriate.

Keep in mind that article research can span multiple countries, and the author's affiliation may not reflect the location where the research was conducted.

You need to use your best judgment when assessing 'Canada healthcare similar.' Please see the Canada Healthcare-similar handout for more information on 'Canada healthcare-similar'.

Moving on, we should read the article next. We have a PDF text on the left here, but what if it doesn't have it there? Scroll down

Abstract:	The current study aimed to investigate how parents of children, adolescents , and young adults with DM1 perceived quality of life and psychological burden during the lockdown period of COVID-19. A cross-sectional study was carried out on 110 parents in Greece in spring 2021. Perceived quality of life was measured using the Parent Diabetes Distress Scale, and psychological burden was measured using the Spielberger State/Trait Anxiety Inventory, and both were assessed with correlational analysis. Overall, 79.1% of the parents were females, while the mean age of all was 44.4 years (± 5.8). PDDS was found to be moderate (mean 2.42 ± 0.76); 63.6% of respondents had moderate/high distress. The highest mean score was for Teen Management Distress and the lowest for Healthcare Team (3.02 vs. 1.49 , $p < 0.001$). STAI was found to be moderate to high, with a higher mean score for state versus trait anxiety (49.8 vs. 48.0 , $p = 0.006$). Increased distress or poorer parents' quality of life was related with the highest number of hyperglycemic episodes ($\beta = 0.25$, $p = 0.002$), the fewest hypoglycemic episodes ($\beta = -0.18$, $p = 0.024$), and the highest parental trait anxiety ($\beta = 0.04$, $p < 0.001$). Parents were found with moderate-to-high distress and anxiety, and their correlation also shows that there is an urgent need for suitable education of parents on managing the disease to improve quality of life and eliminate health risks to all involved.
Journal Subset:	Continental Europe; Europe; Nursing ; Peer Reviewed
Instrumentation:	Parent Diabetes Distress Scale (PDDS) Spielberger State/Trait Anxiety Inventory (STAI)
ISSN:	2039-439X
Entry Date:	20230102
Revision Date:	20230102
DOI:	10.3390/nursrep12030055
Accession Number:	159328184

****Scroll down**

The DOI (Digital Object Identifier) is a clickable link that should bring you to the article directly. Make sure you can access the article; there is no point in **assessing** an article if you can't **access** it.

If there is no pdf text link, and the DOI leads to a paywall, try the 'get it at memorial' button

If it doesn't say 'research' in the **publication type**, we can scroll down. If the journal subset says things like peer-reviewed, editorial board review, double-blind, etc., it is most likely a research article.

<https://journals.sagepub.com/doi/epdf/10.1177/070674370505000306>

Read the Abstract

- » Does the article use professional and scientific language?
- » Is it devoid of emotional language or sensationalism?
- » Can you quickly pinpoint the article's thesis, research questions, or objectives?
- » Is it a meta-analysis or systematic review?
- » Is the sample size appropriate and proportional to the research scope?
- » Does the author detail their data collection process and measurements used?

1. The effect of self-management intervention among type 2 diabetes: A systematic review and meta-analysis.



Academic
Journal

(includes abstract) Polsook, Rapin; Aunguroch, Yupin; Thontham, Apichaya Worldviews on Evidence-Based Nursing, Feb2024; 21(1): 59-67. 9p. (Journal Article - meta analysis, research, systematic review, tables/charts) ISSN: 1545-102X

Subjects: Diabetes Mellitus, Type 2 Prevention and Control; Self Care; Diabetic Patients Psychosocial Factors; Adolescent 13-18 years; Adult: 19-44 years; Male; Female

Cited References: (27)

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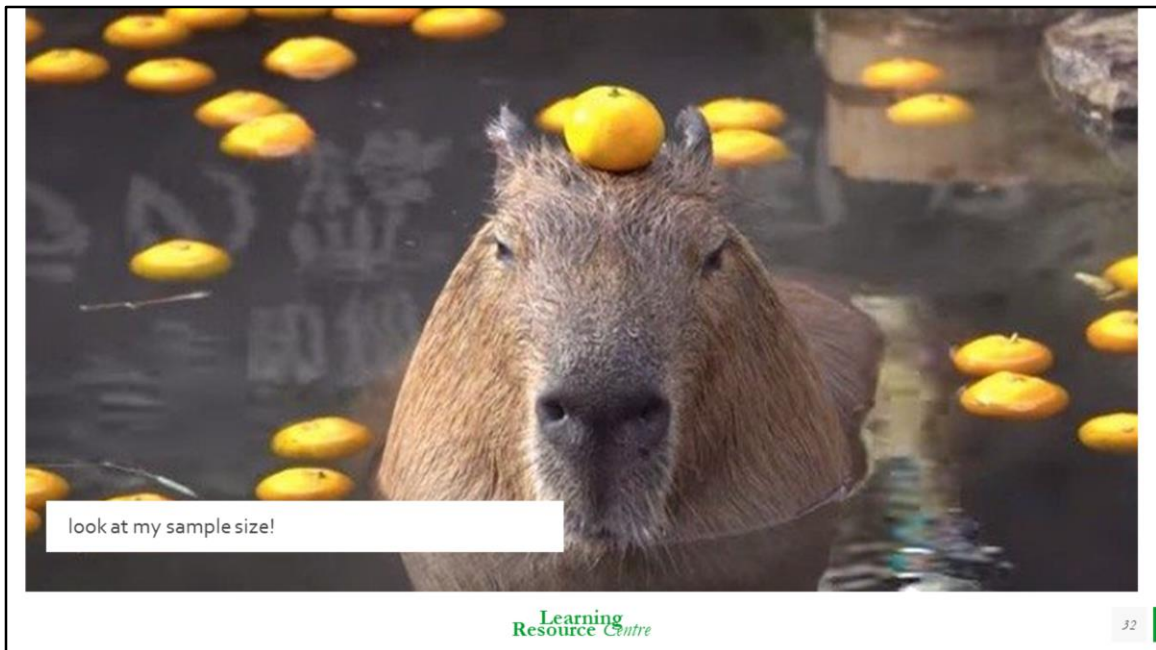
Take another look at the article title and the abstract. Does it mention anything about Meta-Analysis? Systematic review? Randomized Control Trials (RCTs)? These are strong indicators that the article is research and that research is robust. Systematic reviews and meta-analyses usually span multiple countries, often including Canada Healthcare Similar countries.

<https://academicguides.waldenu.edu/library/healthevidence/evidencepyramid>

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Assessing Your Article:

You can read the article itself after reading the abstract and detailed CINAHL record.

While reading the article, keep these questions in mind;

Are there any conflicts of interest?

Where does the source of funding for the research come from?

What viewpoint is the author trying to get you (the audience) to take?

Is their methodology quality good?

Are there any random errors, gross errors, systematic errors, or biases present in the article?

How does the author account for them, if present?

Is the thesis question, research questions, or objectives answered?

Does the author use sweeping language, generalities, or fallacies?

Did the researcher account for outliers or confounding variables?

Is there evidence of critical analysis? And is their critical analysis thoroughly supported by their references?

The who, what, where, when, why, and how of the topic should be answered.

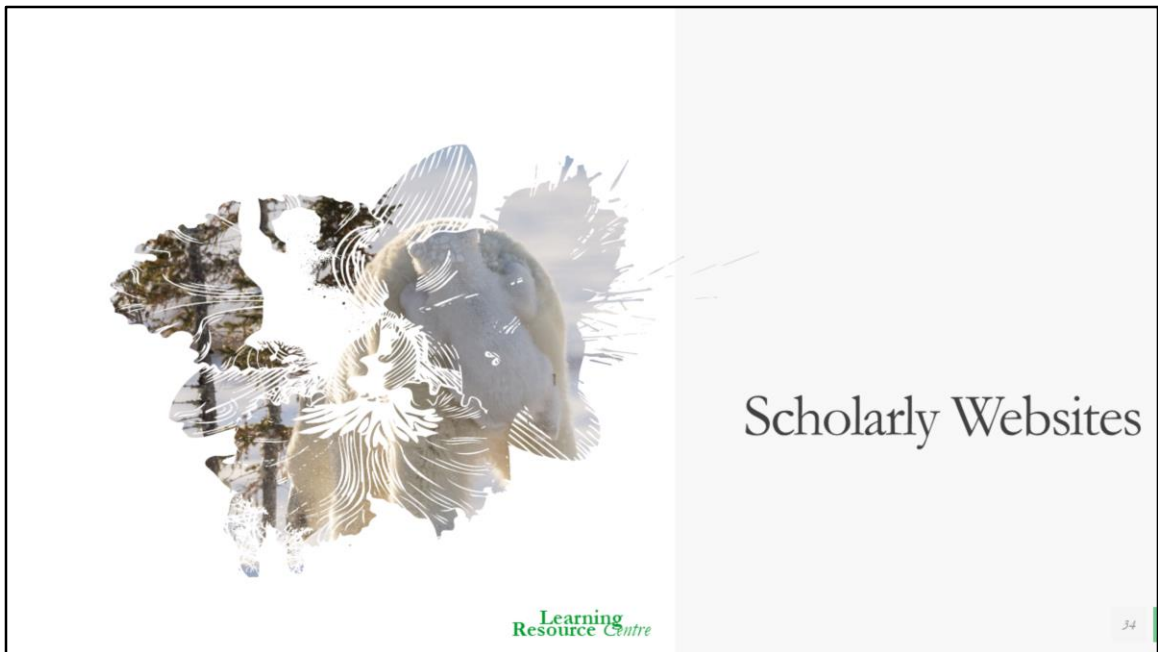
Scholarly vs. popular articles

What do you think are some differences between scholarly and popular articles?



Differences between scholarly vs. popular articles Scholarly, academic, and research articles have the following present;

1. Longer length articles.
2. Reviewed by a board of experts in that subject field.
3. A bibliography or reference list.
4. Language reflects the field of study; for example, a nursing article would contain medical terminology.
5. Scholarly articles lack advertising, graphics, or illustrations unless they directly support the text. This absence helps readers focus on the content and understand the serious nature of the information presented.
6. The author is an expert in the field, with credentials listed to support this.



Discerning good quality websites; Assessing websites is similar to evaluating articles. Apply the framework we discussed above to the website you are referencing. You may not find an author's name listed on websites. This is all right; often, the organization is credited as the author, such as the Government of Canada, CRNNL, or CAMH. Apply critical reasoning to assess the scholarly quality of the website.

Examples you may come across;

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<https://crnnl.ca/>

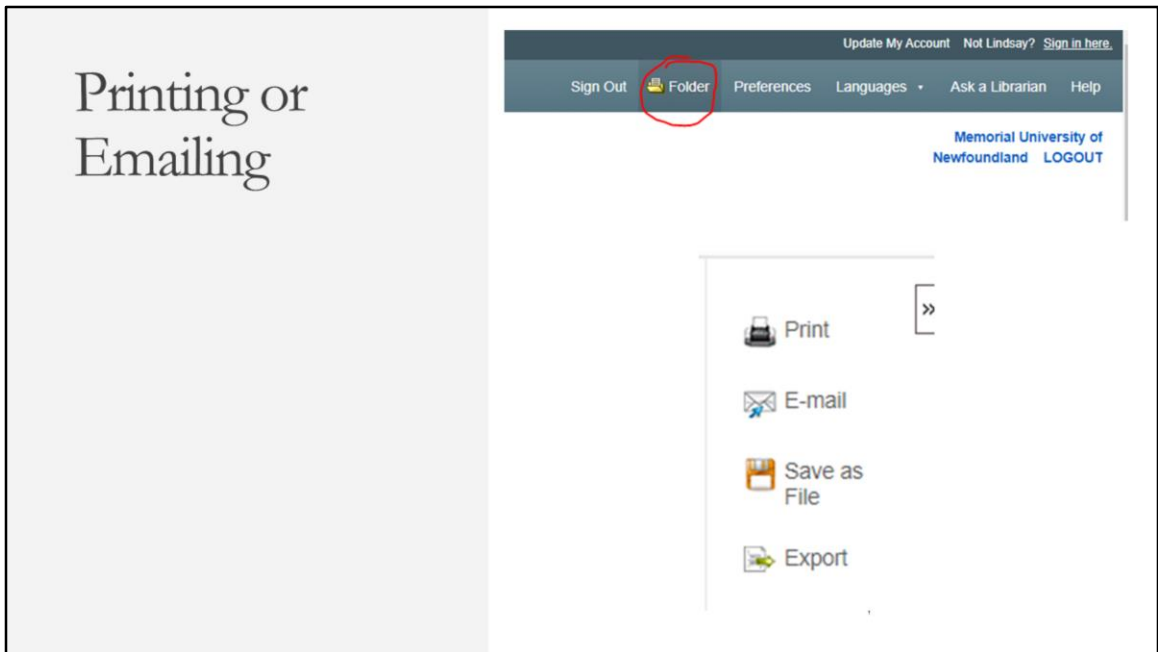
<https://www.camh.ca/en/professionals/treating-conditions-and-disorders/eating-disorders>

https://www.alz.org/alzheimers-dementia/research_progress/earlier-diagnosis

Let's review the steps to our lit. search

Did we cover all of our learner objectives?

- » We developed a search question.
- » We picked out key terms/concepts from our search question.
- » We thought of different ways to say our key terms including synonyms, plurals, and alternative spellings.
- » We wrote a search statement.
- » We used Boolean operators in our search statement.
- » We used limiters and expanders in our search statement.
- » We choose a database.
- » We looked at our search results and refined our search statement.
- » We evaluated the articles and access their quality.
- » What do we do next?



Once you have selected your articles and added them to your folder, you can then proceed to print or email them to yourself.

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Once you finish adding articles, go to your folder

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- » Make sure to select the appropriate citation format you need. If you are doing your library assignment for NURS 1003, NURS 101, or Bridge Lit. search class select **ABNT Brazilian**. Print the citation and abstract for 3 articles for the library assignment and staple them to your assignment. If no abstract is present, print the article's first page and attach it along with the citation. Once your assignment is completed and you have stapled your 3 citations and abstracts to it, drop it off in the drop box in front of the mailroom on the ground floor. All literary search assignments are **due 1 week** after you attend your literary search lab.
- » Ex. if you have your lab on Monday, your assignment is due the following Monday.

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Learning
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February 2024

Thank You

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Any questions?