

HEE 233 Health Issues of Children & Adolescents | Autumn 2013

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Health & Human Performance research guide: <http://libguides.lib.umt.edu/HHP>

Objectives

- Understand the differences between popular, trade, and scholarly research publications.
- Know how to identify an article reporting a research study vs. a literature review or meta-analysis, and where to go to find one.
- Describe the difference between a keyword and subject search, and between a multidisciplinary and subject-specific database – as well as the benefits of each.
- Support the course objective “select appropriate learning resources & references” and the course presentation requirements.

IDENTIFY PUBLICATIONS: Differentiate between popular, trade and scholarly publications.

Criteria	Popular	Trade	Scholarly/Research
Appearance	color glossy pictures, images		
Accountability	editorial review no bibliography	editorial review no or short bibliography	peer-review/refereed bibliography
Audience / Intent	general public / inform, entertain		
Availability / Cost	bookstores, grocery stores, etc., or subscription / inexpensive		
Content / Scope / Authorship	News, general interest, commentary / wide scope / staff, columnist		
Examples	<i>Newsweek</i> <i>Psychology Today</i>	<i>Children and Families</i> (NHSA) <i>Counseling Today</i> (ACA)	<i>Journal of Adolescent Health</i> <i>Journal of School Health</i>
Image			

Table based on: Popular Magazines vs. Trade Magazines vs. Scholarly Journals,
Colorado State University Libraries <http://lib.colostate.edu/howto/poplr.html>

WHERE TO GO: Locate research articles, reports, program information and data.

To find... [information need]	use... [types of sources]	search... [recommended resources]
research study	scholarly research journals, grant funded research publications (e.g., NIH funded studies)	CINAHL Plus with Full Text. More than 770 journals in nursing and allied health, as well as conference proceedings, dissertations, and more. Most coverage is from 1981-present. Education Full Text. Over 350 periodicals; in-depth special education collection (over 50 of the titles). Coverage is from 1996-present. Professional Development Collection. Professional educator database of 520 journals, more than 350 of the titles are peer-reviewed. Also contains education reports. Most coverage is from the 1990s-present. PsycArticles. Over 70 journals published by APA, the APA Educational Publishing Foundation, the Canadian Psychological Association, and Hogrefe & Huber. Coverage varies, some date back to the 1900s. Academic Search Complete. Multidisciplinary database that includes articles from 8,500 journals; both popular and peer-reviewed articles. Coverage dates vary by journal title.
local, state, and national government and education information	curriculum, reports, web	A few sites of interest are: ▪ Missoula County Public Schools http://www.mcpsmt.org/ ▪ Montana Office of Public Instruction http://opi.mt.gov/ ▪ U.S. Department of Education http://www.ed.gov/ ▪ Missoula City-County Health Department http://www.co.missoula.mt.us/health/ ▪ Montana Department of Public Health and Human Services http://www.dphhs.mt.gov/ ▪ National Institutes of Health http://nih.gov/ ○ National Institute of Child Health & Human Development (NICHD) http://www.nichd.nih.gov/ ○ National Institute on Minority Health and Health Disparities (NIMHD) http://www.nimhd.nih.gov/ ○ National Institute of Mental Health (NIMH) http://www.nimh.nih.gov/ ▪ Centers for Disease Control and Prevention (CDC) http://www.cdc.gov/
charts, graphs, data/statistics	books, encyclopedias, journals, gov. and org. reports, web	FastStats, CDC. "Quick access to statistics on topics of public health importance." http://www.cdc.gov/nchs/fastats/ National Center for Education Statistics (NCES), U.S. Department of Education. "Primary federal entity for collecting and analyzing data related to education." http://nces.ed.gov/

Table 1 on the following pages comes from: APA Publications and Communications Board Working Group on Journal Article Reporting Standards (2008). Reporting standards for research in psychology. *American Psychologist*, 63(9), 839-851. Retrieved from <http://www.apa.org/pubs/authors/jars.pdf>

Table 1

Journal Article Reporting Standards (JARS): Information Recommended for Inclusion in Manuscripts That Report New Data Collections Regardless of Research Design

Paper section and topic	Description
Title and title page	Identify variables and theoretical issues under investigation and the relationship between them Author note contains acknowledgment of special circumstances: Use of data also appearing in previous publications, dissertations, or conference papers Sources of funding or other support Relationships that may be perceived as conflicts of interest
Abstract	Problem under investigation Participants or subjects; specifying pertinent characteristics; in animal research, include genus and species Study method, including: Sample size Any apparatus used Outcome measures Data-gathering procedures Research design (e.g., experiment, observational study) Findings, including effect sizes and confidence intervals and/or statistical significance levels Conclusions and the implications or applications
Introduction	The importance of the problem: Theoretical or practical implications Review of relevant scholarship: Relation to previous work If other aspects of this study have been reported on previously, how the current report differs from these earlier reports Specific hypotheses and objectives: Theories or other means used to derive hypotheses Primary and secondary hypotheses, other planned analyses How hypotheses and research design relate to one another
Method	
Participant characteristics	Eligibility and exclusion criteria, including any restrictions based on demographic characteristics Major demographic characteristics as well as important topic-specific characteristics (e.g., achievement level in studies of educational interventions), or in the case of animal research, genus and species
Sampling procedures	Procedures for selecting participants, including: The sampling method if a systematic sampling plan was implemented Percentage of sample approached that participated Self-selection (either by individuals or units, such as schools or clinics) Settings and locations where data were collected Agreements and payments made to participants Institutional review board agreements, ethical standards met, safety monitoring
Sample size, power, and precision	Intended sample size Actual sample size, if different from intended sample size How sample size was determined: Power analysis, or methods used to determine precision of parameter estimates Explanation of any interim analyses and stopping rules
Measures and covariates	Definitions of all primary and secondary measures and covariates: Include measures collected but not included in this report Methods used to collect data Methods used to enhance the quality of measurements: Training and reliability of data collectors Use of multiple observations Information on validated or ad hoc instruments created for individual studies, for example, psychometric and biometric properties
Research design	Whether conditions were manipulated or naturally observed Type of research design; provided in Table 3 are modules for: Randomized experiments (Module A1) Quasi-experiments (Module A2) Other designs would have different reporting needs associated with them

Table 1 (continued)

Paper section and topic	Description
Results	
Participant flow	Total number of participants Flow of participants through each stage of the study
Recruitment	Dates defining the periods of recruitment and repeated measurements or follow-up
Statistics and data analysis	Information concerning problems with statistical assumptions and/or data distributions that could affect the validity of findings Missing data: Frequency or percentages of missing data Empirical evidence and/or theoretical arguments for the causes of data that are missing, for example, missing completely at random (MCAR), missing at random (MAR), or missing not at random (MNAR) Methods for addressing missing data, if used For each primary and secondary outcome and for each subgroup, a summary of: Cases deleted from each analysis Subgroup or cell sample sizes, cell means, standard deviations, or other estimates of precision, and other descriptive statistics Effect sizes and confidence intervals For inferential statistics (null hypothesis significance testing), information about: The a priori Type I error rate adopted Direction, magnitude, degrees of freedom, and exact <i>p</i> level, even if no significant effect is reported For multivariable analytic systems (e.g., multivariate analyses of variance, regression analyses, structural equation modeling analyses, and hierarchical linear modeling) also include the associated variance–covariance (or correlation) matrix or matrices Estimation problems (e.g., failure to converge, bad solution spaces), anomalous data points Statistical software program, if specialized procedures were used Report any other analyses performed, including adjusted analyses, indicating those that were prespecified and those that were exploratory (though not necessarily in level of detail of primary analyses)
Ancillary analyses	Discussion of implications of ancillary analyses for statistical error rates
Discussion	Statement of support or nonsupport for all original hypotheses: Distinguished by primary and secondary hypotheses Post hoc explanations Similarities and differences between results and work of others Interpretation of the results, taking into account: Sources of potential bias and other threats to internal validity Imprecision of measures The overall number of tests or overlap among tests, and Other limitations or weaknesses of the study Generalizability (external validity) of the findings, taking into account: The target population Other contextual issues Discussion of implications for future research, program, or policy

standards for reporting either (a) a study involving random assignment of participants to experimental or intervention conditions (Module A1) or (b) quasi-experiments, in which different groups of participants receive different experimental manipulations or interventions but the groups are formed (and perhaps equated) using a procedure other than random assignment (Module A2). Using this modular approach, the JARS Group was able to incorporate the general recommendations from the current *APA Publication Manual* and both the CONSORT and TREND standards into a single set of standards. This approach also makes it

possible for other research designs (e.g., observational studies, longitudinal designs) to be added to the standards by adding new modules.

The standards are categorized into the sections of a research report used by APA journals. To illustrate how the tables would be used, note that the Method section in Table 1 is divided into subsections regarding participant characteristics, sampling procedures, sample size, measures and covariates, and an overall categorization of the research design. Then, if the design being described involved an experimental manipulation or intervention,