1. For your annotated bibliography assignment, what elements should you include in your annotation for each document (See some examples on page 2 of this handout)?
   a. Summary of the main topic(s)
   b. If the document reports on an original research study, the methodology used to collect data
   c. Author viewpoints (e.g. opinions, findings, conclusions &/or recommendations)
   d. Author credentials
   e. Your judgments (evaluation) of the work (e.g. quality of content, quality of presentation style, possible shortcomings or bias, value or significance to your subject, overall strengths and limitations, how your selected works fit together, etc.)
   f. All of the above

2. Which example on page 2 of this handout (EXAMPLE: AN ANNOTATED BIBLIOGRAPHY) best represents the type of annotation you are being asked to write?

3. What is the key difference between a primary and secondary source? (Answer (a) or (b).)
   a. Primary refers essentially to original research; secondary refers sources that criticize, discuss and summarize the work and ideas of others
   b. Primary sources are considered to be of greatest significance; secondary sources are considered to be of lesser importance.

4. Mark each sentence as true or false.
   a. A literature review is an account of what has been published by a topic by accredited scholars and researchers. Ideally the reviewer includes works that have made (or are likely to make) an important contribution to the topic.
      i. TRUE
      ii. FALSE
   b. A literature review comes in many formats: a full “stand-alone” article or report, an introductory section of a scholarly (peer-reviewed) journal article, a “stand-alone” annotated bibliography, or an annotated bibliography that is part of a larger work
      i. TRUE
      ii. FALSE

5. Where on Centennial Libraries’ website can you find help on literature reviews, annotated bibliographies, APA style, and Social policy research?

6. The six publications described on pages 2 & 3 in this handout contain two primary source articles that describe the use of qualitative methods, two primary source articles that describe the use of quantitative methods, and two secondary sources. Can you identify them?

7. Choose a research question related to your course or program. Express it in a complete sentence. Then identify the main concepts. Then think of possibly alternative terms you might want to use in your searches in order to get as much good quality information as possible.

8. Search the Library E-Resources (databases) directly.
EXAMPLE: AN ANNOTATED BIBLIOGRAPHY

An Annotated Bibliography on Professionals and Elder Abuse


Workers assigned to cases of elder abuse experience significant problems relating not only to the nature of the problem but also to their own feelings, biases, and attitudes about violence and the aging. This article, with data from interviews, examines the problems and suggests strategies for dealing with them.


This is a research study conducted by two professors at the University of California for understanding domestic mistreatment of older middle class people by family members. Evidence from interviews of 228 professionals indicates that environmental contexts and situational problems serve as triggers to such behaviour, which is primarily based in the flawed development of the perpetrator and in disordered family relationships. Recommendations are that there is a need for more formal systems of care and protective services, as well as an increased need for education, training, and research. Interview methodology is of high quality and well documented, but is limited to professional service workers and middle class cases.

The authors’ findings and recommendations would have been stronger, and possibly more widely relevant, if family members and victims also had been interviewed, and if older people in lower and upper classes had been included. This study, nevertheless, provides a useful research model for future studies, and makes a convincing contribution to understanding middle class elder abuse by family members.


A description, using results of a survey of professionals, of the role of the social worker in an acute care hospital multi-disciplinary team in assessing elder abuse. Social workers may be caught in an ethical conflict in balancing legal requirements, the victim’s wishes, and the reality of resources.

1 All three of these annotated entries relate to primary research studies.
Title: An international collaborative study comparing Swedish and Japanese nurses' reactions to elder abuse
Authors: Erlingsson, Christen, Ono, Mitsu, Sasaki, Akiko, Saveman, Britt-Inger

ABSTRACT (Summary):
Aim. This paper reports an analysis of aggregated data from two national studies on Swedish community-based nurses' and Japanese Public Health Nurses' responses to hypothetical elder abuse cases. Background. Elder abuse is an under-researched area despite being globally recognized as a serious and escalating problem. Yet research, adding needed socio-cultural perspectives to current knowledge has been limited. Methods. Eighty-one community-based nurses in Sweden and 124 Public Health Nurses in Japan responded to a questionnaire based on three hypothetical elder abuse cases. Swedish and Japanese results (data collection 2006-2007) were combined and the aggregated data were analysed using manifest and qualitative content analyses. Results. Nurses’ response patterns in the aggregated data were similar across all three hypothetical cases and within themes Awareness, Assessment and Intervention. However, there were also noteworthy differences between Swedish and Japanese responses, e.g. Swedish responses were generally practical, action oriented and involved increased levels of suspicion and personal intervention to achieve increased control; whereas Japanese responses concerned better understanding that involved the family members and their situation, focusing on interventions grounded in collaboration. Conclusion. Despite cultural differences, responses of Swedish and Japanese nurses were very similar which points to a global 'humanness' of the problem of, and nurses' responses to, elder abuse. Results endorse the value of international collaborations that give information and inspiration to nursing colleagues across cultural boundaries. Results also give hope that global tools for elder abuse assessment and intervention can be developed.[ABSTRACT FROM AUTHOR] .

Title: Stealing from Mom and Dad
Author(s): Risha Gotlieb

ABSTRACT (summary)
According to the Canadian Centre for Elder Law, the most conservative statistics suggest one in 12 older Canadians are abused or neglected, with the most commonly reported type of abuse being financial. Consumers could also empower their professional advisers, including their accountant, lawyer and bank manager, by declaring in writing that they are free to communicate with one another, thus nullifying privacy legislation that can be exploited to muzzle professionals from sharing their suspicions of POA abuse.

Title: Elder Abuse: A Review of the Literature
Authors: Giordano, Nan Hervig1
Author: Jeffrey Giordano

ABSTRACT (Summary)
The article examines the existence of elder abuse. During the past ten years, social work has increased its interest in and services to the aged, especially in the areas of nutrition, transportation, and the rights of the elderly. In addition, there has been a corresponding increase in interest by students in gerontological social work. Nevertheless, certain areas of practice with and research on the elderly have received little attention. One such area is elder abuse. Because whatever research on elder abuse exists has been narrowly focused and poorly circulated, social workers have had to rely on practice wisdom, rather than on the results of scientific inquiry. Therefore, the authors believe, a systematic review of the literature in this area will provide a foundation for future research and research-based practice. Social services for the elderly have focused on the individual, and the dominant form of care to protect the older adult has been institutionalization. The existence of elder abuse has been confirmed, and a preliminary estimate of the number of cases has been obtained. However, the data presented in published and unpublished reports may not be accurate because estimates of abuse are based only on cases reported to social service agencies, and few states have mandatory reporting laws.
Search Strategy Guide (Library Resources)

Before you begin searching in an on-line database (“E-Resource”), it is a good idea to plan your search strategy ahead of time. This advance preparation will save you time, and produce high quality results.

**STEP 1**
*Describe* your research topic. Be as specific as possible.
Example 1: What services are there in Ontario for family caregivers who have young children with disabilities?
Example 2: What is the effect of smoking on the health of adolescents?

**STEP 2**
*Divide* your topic into major concepts. (Hint: These are normally the nouns and key phrases in your research topic; ignore articles & prepositions, long phrases, & connector words like “effect”. E.g. the topic “What is the effect of smoking on the health of adolescents?” divides into 3 concepts “smoking”, “health” and “adolescents”.) List possible synonyms for each concept.

<table>
<thead>
<tr>
<th>CONCEPT #1: e.g. smoking</th>
</tr>
</thead>
<tbody>
<tr>
<td>AND</td>
</tr>
<tr>
<td>CONCEPT #2: e.g. health</td>
</tr>
<tr>
<td>AND</td>
</tr>
<tr>
<td>CONCEPT #3: e.g. adolescents</td>
</tr>
</tbody>
</table>

*Add more rows if you have more concepts*

**Note:** *Connect* your concepts using these Boolean Logic operators:

<table>
<thead>
<tr>
<th>About Boolean operators:</th>
<th>What you get is illustrated by the shaded areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AND</strong> limits a set to only those records with both concepts.</td>
<td>Smoking  Adolescents</td>
</tr>
<tr>
<td><strong>OR</strong> broadens a set to include records where either term can be found. <strong>OR</strong> is used to bring like terms or synonyms together</td>
<td>Adolescents  Teenagers</td>
</tr>
<tr>
<td><strong>NOT</strong> narrows a set to exclude records containing a concept. (Be careful with NOT, you may lose valuable information.)</td>
<td>Adolescents  Adults</td>
</tr>
</tbody>
</table>
**STEP 3:**
SYNONYMS (& TERMS OF RELATED MEANING): Be prepared to use a variety of terms in your searching. Do several searches using different terms, or (when possible, when searching directly in the library’s e-resources) combine a variety of terms that have similar meaning into search strings that you can use in a single search:

CONCEPT #1 SEARCH STRING: Smoking OR cigarettes OR tobacco (etc.)

AND

CONCEPT #2 SEARCH STRING: health OR disease OR medical OR lung cancer (etc.)

AND

CONCEPT #3 SEARCH STRING: adolescents OR adolescence OR teenagers OR youth OR high school (etc.)

**STEP 4**
Choose the appropriate library database (“E-Resource”) for your topic.

**STEP 5**
Transfer to the database concepts and terms of your choice using these Boolean Logic operators. Note that different databases have different search techniques. Use the database help screens to determine the correct method of entering terms and combining topics. You may have to revise your search strategy somewhat at this point, depending on results.

Do a variety of searches if you need to. Scan your results for additional terms that you may want to use.

If you retrieve too many records, narrow your search:
- Add another concept using the **and** operator
- Use fewer synonyms
- Limit all or some of your search terms (or strings) to subject headings, or title field, or abstract field instead of open text searching
- Limit your search in other ways using the options provided in the database; e.g. Scholarly (peer reviewed), etc.

If you retrieve too few records broaden your search:
- Add more synonyms to concepts using the **or** operator. (Databases provide help with synonyms & related terminology: click on their “Thesaurus” or “Terms” or “Subjects” tab for help with terms)
- Use fewer concepts. For example, try combining two concepts instead of three when using the **and** operator.
If you retrieve too many irrelevant records:
- Use different terms (and use the Thesaurus provided in the database to discover preferred terminology)
- If any of the records you have looked at are on topic, try using the subject headings/terms you find there.
- You can also use the title field &/or the abstract field to reduce the number of irrelevant records.

NOTE ON TRUNCATION (WILDCARDS): attach the asterisk (*) to word stems for fast & thorough searching.

<table>
<thead>
<tr>
<th>You type:</th>
<th>You get all words that start with the stem you typed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>cigarette*</td>
<td>cigarette or cigarettes</td>
</tr>
<tr>
<td>teen*</td>
<td>teens or teenagers or teenaged (etc.)</td>
</tr>
<tr>
<td>adolescen*</td>
<td>adolescents or adolescent or adolescence</td>
</tr>
</tbody>
</table>

STEP 6
Print or e-mail or save the results of your search. To save time, paper and money print only the records you need. If you are searching in a full text database such as Research Library or Academic Search Premier, you may be able to print the full article at this step.

AT ANY STEP
Need help? Ask a Library Staff member
For more information go to the Library website: library.centennialcollege.ca
-> Research->Find Articles & Journals->How to Find Articles: Search Assistance Guide

Ask for help

http://library.centennialcollege.ca/ask

Ashtonbee Library: Liz, Kim, Alina, Michael, Sandra

3 Note: if looking for books or media in the library catalogue, the truncation sign is a dollar sign ($)
4 Most library articles are now offered electronically, and so you will often limit your searches from the start to “full text” records that provide the full article on screen. Exception: the library continues to hold many nursing journals in print at STC campus, and so you may NOT want to limit your searches to full text when searching bibliographic databases such as CINAHL or Medline. If full text is not available: click on the Search for Article link or check the Full Text Journal list for periodicals available at Centennial.
Primary source

• In the context of academic research or writing: designating an original document, source, or text rather than one of criticism, discussion, or summary.

-Oxford English Dictionary Online

• Examples?

Primary ("original") sources
Some examples:

• Scholarly (peer reviewed) journal articles that are write-ups of original research done (e.g. surveys, experiments, analysis of newspaper articles, coding of observed behaviour)

• Statistics or other data collected using accepted research methods (e.g. surveys, questionnaires, etc.)

• Other original documents or accounts: interviews with individuals who have direct first-hand experiences or eye witness status, diaries, letters, photographs, art, maps, some newspaper articles, video & film, published first-hand accounts or stories

Secondary ("not original") sources
Some examples:

• Works of criticism
• Literature reviews - gathering together statistical data provided by other primary researchers
• Summaries of others' work
• Opinion pieces
• Discussion lacking research support
• Library research - gathering together statistical data provided by other primary researchers
Qualitative methods – some examples

• In-depth interview

• Focus group
  (an unstructured, free-flowing but moderated interview with a small number of selected individuals on a specific topic)

• Case study
  (an intensive investigation of specific situation that can provide insight to the problem at hand)

Quantitative methods – some examples

• Observation technique
  (the systematic recording of behaviour patterns of the subjects or occurrences without questioning or in any way communicating with them)

• Experimentation
  (research that allows for the isolation of one variable at a time while the others are being kept constant to test a hypothesis about cause and effect)

• Survey techniques
  (telephone, self-administered questionnaires, structured interviews with some form of statistical sampling)