Information Literacy & Library Instruction
Magale Library
Research and Resources for Nurses
Today’s Handout
Library Guides

Printable Magale Library User Guide Fall 2019 [pdf: requires Adobe Reader https://get.adobe.com/reader/] (Magale Library User Guides are also available in paper format at Magale’s Checkout Desk)

- The Magale Library User Guide is a general tool introducing library users to Magale’s in-library and online resources. The User Guide includes information concerning Magale’s policies as well as basic information about mySAU, Campus Connect, Blackboard, Mulerider Email, other user services.

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Accessing the Arkansas Democrat-Gazette
Resources for Persuasive Speeches or Papers

How to Find Plays and Monologues

Psychology Journals (with primary source journal articles)

Public Administration

Science and Technology

- The Science Resources guide includes lists of commonly used resources in many of the major areas of sciences including Agriculture, Health, Medicine, Nursing, Chemistry, and Engineering.

Nursing Research and Resources
Magale Library

Nursing Research and Resources

Nursing Research
Magale's Nursing Research and Resources video tutorial provides an overview of basic information literacy concepts, research tips, and online database and digital library resources for nursing. This video tutorial also introduces PrepStep's study materials for the NCLEX exam. PrepStep (4-year universities) provides practice exams, preparation courses and guides, skills preparation, and ebooks in centers tailored to specific target audiences. View our PrepStep-Library-Guide [pdf requires Adobe Reader](https://get.adobe.com/reader/)

Nursing Research and Resources video tutorial (for PCs and mobile devices)

Nursing Research and Resources video tutorial (for MACs, iPhone, iPads)

Nursing Research and Resources Video Tutorial HANDOUTS

Nursing Information Literacy Spring 2020 (Fincher) (password protected)

Magale's Librarian Support
College of Science & Engineering Librarian (including Nursing); provides research and technical support

REGULAR SEMESTER HOURS

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>2 p.m. - 11 p.m.</td>
</tr>
<tr>
<td>Monday - Thursday</td>
<td>7:30 a.m. - 11 p.m.</td>
</tr>
<tr>
<td>Friday</td>
<td>7:30 a.m. - 5 p.m.</td>
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<tr>
<td>Saturday</td>
<td>10 a.m. - 4 p.m.</td>
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</tbody>
</table>

SEARCH TOOLS

Search Library Catalog

Search Electronic Collections

POPULAR DATABASES
Protected: Presentations

This content is password protected. To view it please enter your password below:

Password: [input field]  Enter

Mr. Del
Protected: Presentations

Nursing Information Literacy Fall 2019 (Fincher)
Information Literacy & Library Instruction

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Today’s Handout
Nursing Research and Resources

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Margo Pierson
Phone: (870) 235-4177
Email: mmpierson@saumag.edu

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Del Duke
Phone: (870) 235-4171
Email: dgduke@saumag.edu

Nursing Resources

For full description of these databases and EBook collections, see Databases by Title and EBook Collections by Title webpages.

Academic OneFile (Gale)
What is information literacy?

1. Knows when information needed
2. Accesses information effectively and efficiently
3. Evaluates information and its sources critically
4. Uses information effectively to accomplish a specific purpose
5. Understands many of the economic, legal, and social issues surrounding the use of information

Framework for Information Literacy

• Information Has Value
• Searching as Strategic Exploration
• Research as Inquiry
• Scholarship as Conversation
• Information Creation as a Process
• Authority Is Constructed and Contextual

Determining a resource’s quality

- Authority
- Accuracy
- Currency
- Objectivity
- Coverage

(Rager, 2003)
How do I determine a resource’s quality?

Credibility

• Scholar = educated person
• Peer-reviewed = reviewed by other scholars
• Example scholar credentials:
  
  **Dr., MD, PHD, EdD**
  **MS, MA, MSE**
  **BS, BA, BSE**

• Professional Journals
• Databases that indicate scholarly/peer-reviewed
• Evaluation of author’s credibility
How do I determine a resource's quality?

1. Who wrote it?
2. Do they have any credentials?
3. Did they cite where they got their information from?
4. Who produced the resource and what are their credentials?
5. Are the producers of the information biased? (Or are they trying to sell something?)
6. When was it produced? How old is it?
What are journals or professional journals?

• Usually peer-reviewed by professionals for their accuracy, adherence to ethical guidelines, and other professional standards and intended to be used by other professionals in the same field

• Provide updates in professional standards and laws governing those practicing in a profession, they provide recent discoveries and other findings that may help other professions working within the field of study, and often provide advertisements of collaboration or networking opportunities with other members of the same profession.
Selecting search terms

- Who
- Where
- What
- When
- How
- (Why must be determined by the reader)
Selecting search terms

Example:

• Research and explain how nurses may provide better care for coccyx decubitus ulcers for elderly patients with limited mobility in long-term care facilities.
Selecting search terms

Example:

• Research and explain how nurses may provide better care for coccyx decubitus ulcers for elderly patients with limited mobility in long-term care facilities.
Selecting Search Terms

- Elderly patients
- Older adults
- Geriatric patients
- Long-term care facilities
- Nursing homes
- Rehabilitation centers
- Decubitus ulcer
- Bed sore
- Pressure sore

Less search terms gives more results

More search terms gives less results
Selecting search terms: Practice

- Nursing and rehabilitation care centers face many challenges as other healthcare facilities. Nurses take precautions to prevent the spread of infections and diseases. Suppose you are in a facility in which you receive a new elderly bedfast stroke victim patient with prevalent paralysis on the left side and a pressure sore on left hip. The last available bed you have is in a room with a sometimes ambulant but cognitively impaired MRSA patient. What is your initial assessment of this new patient’s needs? What precautions should you consider? What are the legal or ethical implications to contemplate? Develop a plan of care for your new patient that addresses the needs of the situation.
What would happen if a person had the right side of their body totally removed?
Selecting search terms

• Who
• Where
• What
• When
• How
• (Why must be determined by the reader)
Nursing and rehabilitation care centers face many challenges as other healthcare facilities. Nurses take precautions to prevent the spread of infections and diseases. Suppose you are in a facility in which you receive a new elderly bedfast stroke victim patient with prevalent paralysis on the left side and a pressure sore on left hip. The last available bed you have is in a room with a sometimes ambulant but cognitively impaired MRSA patient. What is your initial assessment of this new patient’s needs? What precautions should you consider? What are the legal or ethical implications to contemplate? Develop a plan of care for your new patient that addresses the needs of the situation.
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Elderly patients
Older adults
Geriatric patients

Long-term care facilities
Nursing homes
Rehabilitation centers

Decubitus ulcer
Bed sore
Pressure sore

MRSA

Care - Treatment - Interventions
Digital Libraries/ Databases

• Digital libraries usually contain the ENTIRE RESOURCES like e-books (NOT ARTICLES) ...sometimes full videos

• Databases usually contain PARTS of RESOURCES like individual articles from newspapers, magazines, and journals (NOT BOOKS) ...sometimes video clips and images

• Usually have search tools to help you select scholarly / peer-reviewed resources

• Usually have search tools to help you select the full text resource
When accessing Magale’s Electronic Resources

• You must access Magale’s electronic resources from the Magale Library webpage
• If you are off-campus, you will be asked for your username and password which is usually the same as your Blackboard login
  – Username: ABStudent1234
  – Password: (last 6 digits of SSN or SAU ID)
• Please be sure to log-out of resources you are no longer using
Hints for Reviewing and Interpreting Research Articles

Primary Research
- Studies a specific population
- Researchers have direct contact with the people or other population
- Often referred to as “true research”
- Less commonly found in research databases and e-book collections
- Often considered more scholarly

Review Research
- Does not usually have direct contact with the population
- Provides a review of what other researchers have published
- Attempts to summarize their works and often makes inferences
- More commonly found in research databases and e-book collections
- Often considered less scholarly
Hints for Reviewing and Interpreting Research Articles

• Research Articles
  – Introduction & Conclusions
    • easy to understand summaries of what the researchers hope to discover and what they actually discovered (or how it might be used)
  – Methods
    • Who/what/when/how they plan to study (usually focusing on a population)
    • Statistical analysis
      – $p < 0.05$ (means this holds true to 95% of the population)
      – $p < 0.01$ (means this holds true to 99% of the population)
E-Book Collections

- Credo Reference
- EBSCO’s eBooks
- Gale Virtual Reference Library

Databases

- CQ Researcher
- EBSCOHost
  - CINAHL
  - MEDLINE Complete
  - Science & Medical Images Database (SMART) Imagebase
- Gale Databases
  - Health Reference Center
  - Physical Therapy and Sports Medicine Collection
- ProQuest
  - Health & Medical Collection
  - Health Management Database
- JSTOR
- Science Direct
- Academic Video Online: Premium
  - Nursing Education in Video
- Films on Demand
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http://web.saumag.edu/library
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Applied Science & Technology Source Ultimate
Britannica Online
CQ Researcher
EBSCOhost
Films on Demand
Flipster
Gale Databases
Historical New York Times
JSTOR
NAXOS Music Library
PrepStep
ProQuest Central
Science Direct Database
The Chronicle of Higher Education
See More Databases

POPULAR E-BOOK COLLECTIONS

Credo Reference
ProQuest Ebook Central (formerly ebrary)
EBSCO eBook Collection
Gale Virtual Reference Library
ScienceDirect ebooks
See More E-Book Collections
E-Book Collections
- Credo Reference
- EBSCO’s eBooks
- ScienceDirect ebooks
- R2 Digital Library
- Mometrix eLibrary*
- Gale Virtual Reference Library

Databases
- CQ Researcher
- EBSCOHost
  - CINAHL
  - MEDLINE Complete
  - Science & Medical Images Database (SMART) Imagebase
- Gale Databases
  - Health Reference Center
  - Physical Therapy and Sports Medicine Collection
- ProQuest
  - Health & Medical Collection
  - Health Management Database
- JSTOR
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    - Nursing Education in Video
  - Films on Demand
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- USA.GOV
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- Academic Search Complete
  - Academic Search Complete is the world’s most valuable and comprehensive scholarly, multi-disciplinary full-text database, with more than 8,500 full-text periodicals, including more than 7,300 peer-reviewed journals. In addition to full text, this database offers indexing and abstracts for more than 12,500 journals and a total of more than 13,200 publications including monographs, reports, conference proceedings, etc. The database features PDF content going back as far as 1867, with the majority of full text titles in native (searchable) PDF format. Searchable cited references are provided for more than 1,400 journals.
  - Title List
  - More Information
  - Provider: EBSCO Information Services

- Academic Search Elite
  - Academic institutions worldwide depend on this database as their core resource of scholarly information. Academic Search Elite contains full text for more than 2,100 journals. Nearly 150 journals have PDF images dating back to 1985.
  - Title List
  - More Information
  - Provider: EBSCO Information Services

- AHFS Consumer Medication Information
  - AHFS Consumer Medication Information is a trusted source and recognized standard for patient drug information, available in both English and Spanish. Published by the American Society of Health-System Pharmacists, AHFS includes more than a thousand drug information monographs written in lay language for consumers and has been a Top Ten Award Winner in the Department of Health and Human Services National Consumer Education Materials Contest. This content is updated monthly.
  - Title List
  - More Information
  - Provider: EBSCO Information Services
Selecting Search Terms

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- Older adults
- Geriatric patients
- Long-term care facilities
- Nursing homes
- Rehabilitation centers
- Decubitus ulcer
- Bed sore
- Pressure sore

Less search terms gives more results
More search terms gives less results
1. Treatment of pressure ulcers with larvae of Lucilia sericata.


Subjects: DEBRIDEMENT, TREATMENT effectiveness, TURKEY, BEDSORES treatment, CHI-squared test, MAGGOT therapy, PROBABILITY theory, DATA analysis software

2. Forced Calorie Restrictions in the Clinical Setting.


Subjects: ANOREXIA nervosa, PRESSURE ulcers, REGULATION of body weight, CENTERS for Disease Control & Prevention (U.S.), COUNSELING, DIET in disease, DIET therapy, ATITUDES toward health, HEALTH facilities, HEALTH status indicators,


Subjects: SPINAL cord injuries; PARAPLEGIA; MEDICAL care; MUSCULOSKELETAL system diseases

6. A multi-channel stimulator and electrode array providing a rotating current whirlpool for electrical stimulation of wounds.


Subjects: Electric stimulation, Hemodynamics, Electrodes, Necrotic enteritis, Senses
1. **Treatment** of pressure ulcers with larvae of Lucilia sericata.


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Treatment of pressure ulcers with larvae of Lucilia sericata.

Authors: Polat, Erdal1 erdalp@istanbul.edu.tr
Kutilbay, Zekayi2
Sirekbasan, Semat4
Gökalp, Hila1
Akanırak, Ülu5


Language: English

Subject Terms: DEBRIDEMENT
TREATMENT effectiveness
BEDSORES treatment
CHI-squared test
MAGGOT therapy
PROBABILITY theory
DATA analysis software

Geographic Terms: TURKEY
Objective: This study aims to investigate the use of the Lucilia sericata larvae in patients with decubitus ulcers resistant to hyperbaric oxygen treatment, vacuum-assisted closure, surgical debridement, and other conventional therapies. Patients and methods: A total of 36 patients (21 females, 15 males; mean age 63.7 years; range 16 to 90 years) who were admitted to our hospital for decubitus ulcers between February 2011 and July 2016 were included in our study. All patients had one or more lesions in the sacral region, trochanteric area, dorsal region, or on the heel of the foot. Nine patients had spinal cord injuries, six of them were injured during a car accident, and three of them had spinal cord injuries due to gunshot. One patient had concomitant lung cancer, one had heart failure, and two patients had a diagnosis of multiple sclerosis. Thirty-three of 36 patients were admitted to the wound therapy unit within the department of emergency medicine, and three were admitted to the physical therapy and rehabilitation clinic. For each patient, Lucilia sericata maggots were applied on the lesions for 72 hours and, then, washed away. This procedure was repeated two times a week. Twenty-nine patients (78.9%) had four to six sessions and seven patients (21.1%) had eight to 12 sessions. Results: Twenty-nine lesions (78.9%) were Grade 2 and 3 and were completely healed after four to eight treatment sessions, while seven lesions (21.1%) were completely cured at the end of 10 to 14 sessions. There was complete clearance of necrotic debris at the end of two sessions within the first week for 15 lesions, whereas 10 lesions (27.8%) were cured after four sessions within two weeks, seven lesions (19.4%) within five sessions after three weeks, and four lesions (11.1%) were treated at the end of seven sessions for four weeks. All the necrotic crusts over the surface of the ulcers were cleaned and bad odor of the lesions disappeared. Conclusion: Lucilia sericata larvae debridement is a rapid and effective treatment option for the management of chronic decubitus ulcers which are resistant to conventional therapies and other treatment modalities such as hyperbaric oxygen, vacuum-assisted closure, and surgical debridement.
Treatment of pressure ulcers with larvae of Lucilia sericata.

Authors: Polat, Erdal1 erdalp@istanbul.edu.tr
Kutlubay, Zekay2
Sirkebasi, Semat1
Gökçalp, Hila2
Akanmak, Ülkü2


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Treatment of pressure ulcers with larvae of *Lucilia sericata*

Erdal Polat,1 Zekayi Kuthabey,2 Serhat Serehasan,3 Halil Gökalp,4 Ulku Akarmak1

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2Department of Dermatology, Cerrahpaşa Medical Faculty, Istanbul University, Istanbul, Turkey
3Department of Physical Medicine and Rehabilitation, Cerrahpaşa Medical Faculty, Istanbul University, Istanbul, Turkey

Received: September 2016; Accepted: December 2016

ABSTRACT

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Department of Medical Entomology, Cesme Ailesi Medical Center, Istanbul University, Istanbul, Turkey

Citation:

DOI: 10.5686/TJR.307.861

Original Article
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Subject coverage

- Multidisciplinary

Included databases

- ABI/INFORM Collection
- Accounting, Tax & Banking Collection
- Advanced Technologies & Aerospace Database
Selecting Search Terms

Less search terms gives more results

More search terms gives less results
Advanced Search

elderly patients
in Anywhere

AND
in Anywhere

AND
in Anywhere

decubitus ulcer

Limit to: Full text, Peer reviewed

Publication date: All dates

Search
(elderly patients) AND (long-term care facilities) AND (decubitus ulcer)
Reducing the Risks to the Institutionalized Elderly: Part I-Depersonalization, Negative Relocation Effects, and Medical Care Deficiencies/Part II-Fire, Food Poisoning, Decubitus Ulcers

Brown, Martha M, RN, PhD; Cornwell, Joyce, RN, MSN; Weist, Jean Krajicek, RN, MSN.


Reducing the Risks to the Institutionalized Elderly: Part I-Depersonalization, Negative Relocation Effects, and Medical Care Deficiencies

There has been an increasing rate of growth in long term care facilities for the elderly. With this growth has come the concomitant increase in the number of professional nurses who are ultimately responsible for the quality of care that these elderly patients receive.

In the institutional environment the elderly come in contact with hazards that place them at risk. The nurse, as a facilitator of quality care, must assume an active role in identifying these hazards and risks in order to reduce their effects on the patients.

We will address some of the risks to the elderly who are institutionalized in long term care facilities and propose possible solutions for dealing with these high-risk situations. It is recognized that this analysis of risks and proposed solutions is not exhaustive. First we will deal with: (1) Depersonalization, (2) Negative Relocation Effects, and (3) Medical Care Deficiencies.

Depersonalization
Reducing the Risks to the Institutionalized Elderly: Part I-Depersonalization, Negative Relocation Effects, and Medical Care Deficiencies/Part II-Fire, Food Poisoning, Decubitus Ulcers

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### Article types
- [ ] Review articles
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- [ ] Book chapters
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- [ ] Book reviews
- [ ] Case reports
- [ ] Conference info
- [ ] Correspondence
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[Search]
Prevalence of Decubitus Ulcer and Associated Risk Factors in an Institutionalized Spanish Elderly Population

César Casimiro, MD, Abelardo García-de-Lorenzo, MD, PhD, and Luis Usán, MD
From the Medical Department, Abbott Laboratories, Madrid, Spain; and the Intensive Care Unit, H. La Paz, Madrid, Spain

OBJECTIVE: We investigated the prevalence and associated risk factors of decubitus ulcer in an institutionalized Spanish elderly population.

METHODS: A 1 d cross-sectional study in 50 Spanish geriatric facilities was carried out. Data collection included age, sex, body mass index, presence of decubitus ulcer, duration of ulcer, days of hospitalization, risk according to the Norton scale, associated risk factors, and nutrition status evaluation including assessment according to the Nutrition Screening Initiative. Logistic regression analysis calculated prevalence and association with risk factors.

RESULTS: From 827 elderly people (71.3% female) were collected. Mean age (± standard deviation) was 82.4 ± 8.0 y. Decubitus ulcer prevalence was 33.7%, with no sex differences (34.1% males and 37.2% females). Body mass index was inversely associated with ulcer prevalence in a statistically significant way (odds ratio = 0.94, 95% confidence interval = 0.90–0.97), but the following were risk factors: age (1.01–1.06), previous ulcer (3.96–2.16–4.04), diabetes (1.34, 1.02–2.51), functionality (2.91, 2.05–4.12), immobility (8.30, 5.09–11.31), erythema (12.12, 7.46–18.78), dehydration (2.09, 1.31–2.87), and edema (2.35, 1.64–3.06). Subjective evaluation of nutrition status and nutrition status as assessed by the Nutrition Screening Initiative Determination scale (modified) showed a significant linear association with ulcer (P < 0.001), and a score above the median was associated with a lower ulcer rate (P < 0.001).


KEY WORDS: decubitus ulcer, elderly, institutionalized, institutionalized state, prevalence

INTRODUCTION

Decubitus ulcers constitute a health problem that affects any population over the age of 1 year. They are more frequent in elderly patients, and their prevalence almost doubles in those older than 70 y. Advanced age and the risk of a pressure ulcer may be associated because the elderly have other risk factors for pressure ulcers such as decreased...
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• The Arkansas Democrat-Gazette is no longer available in print. Check out our Arkansas Democrat-Gazette library guide to learn how to access it in its online format from our America’s News database.
• Learn how to get started with researching topics, searching Magale’s collections, citing resources, and more! See our Magale Video Tutorials, Library Guides, and FAQs!
• Professional Development DVD Library for Online Faculty

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Background Information to Start Your Research

MRSA

Research Popular Topics

Health & Medicine
- Metabolic disorder
- Immune System
- Protein
- Human nutrition
- Clinical Trials
- Clone
- Hormone therapy
- Leukemia
- Pregnancy
- Nursing ethics
- Blood transfusion

History
- British empire
- The Titanic
- Salem Witch Trials
- The New Deal, 1933-1939
- Sputnik
- Wars of the Roses (1455 - 1471)
- Constitution of the United States
- California gold rush
- Archaeology

Psychology
- Trust
- Dyslexia
- Domestic Violence
- Near death experience
- Freud
- Internet addiction
- Panic Disorder
MRSA

From *The Hutchinson Unabridged Encyclopedia with Atlas and Weather Guide*

Abbreviation for methicillin-resistant Staphylococcus aureus, a bacterial strain that causes serious problems in hospitals. While ordinary Staphylococcus aureus are widespread and can cause illnesses from wound infections through to toxic shock syndrome, they generally respond to standard antibiotics such as penicillin. MRSA, by contrast, which was first discovered in the UK in 1961, has acquired a gene known as meca, making it resistant towards methicillin and a range of other antibiotics from the penicillin family. The UK government introduced a mandatory MRSA...

Read more

**MRSA**

From *Merriam-Webster's Medical Dictionary*

any of several strains of a bacterium (*Staphylococcus aureus*) that are resistant to methicillin and related antibiotics (such as penicillin) and often live harmlessly on skin and mucous membranes but may cause usually mild infections of the skin or sometimes more severe infections (as of the...)

Save | 172 words

Key concepts: Methicillin-resistant Staphylococcus aureus, Antimicrobial resistance, Staphylococcus aureus, Penicillin, Vancomycin-resistant Staphylococcus aureus
MRSA

from The Hutchinson Unabridged Encyclopedia with Atlas and Weather Guide

Abbreviation for methicillin-resistant Staphylococcus aureus, a bacterial strain that causes serious problems in hospitals.

While ordinary Staphylococcus aureus are widespread and can cause illnesses from wound infections through to toxic shock syndrome, they generally respond to typical antibiotics such as penicillin. MRSA, by contrast, which was first discovered in the UK in 1961, has acquired a gene known as mecA, making it resistant towards methicillin and a range of other antibiotics from the penicillin family.

The UK government introduced a mandatory MRSA surveillance system in 2001. In its first four years (2001–05), the annual numbers of recorded MRSA infections were between 7,200 and 7,700. Data from death certificates in England and Wales show that the number of deaths attributed directly to MRSA peaked at just over 500 in 2006. By 2008 it had dropped by more than 50%.

MRSA spread dramatically in the 1990s. In the UK, the proportion of S. aureus samples tested positive for methicillin resistance rose from 2% in 1990 to a peak of 43% in 2002. Concerns over this development led to the reconsideration of hospital hygiene routines and the responsible use of antibiotics.

It has been estimated that more than 50 million people carry MRSA (2007), most of them without suffering any symptoms. In hospitals, patients with a compromised immune system, open wounds, or catheters, are particularly at risk of developing a symptomatic MRSA infection. While there are no definitive figures on mortality or morbidity, it is generally thought that MRSA infection represents a significant additional risk to vulnerable patients. MRSA normally responds to two antibiotics (vancomycin and teicoplanin) which are considered too toxic for use in any but life-threatening infections, but it still causes fatalities.

Complete genome sequences of MRSA and of a methicillin-sensitive strain were reported in 2004.

essays
MRSA

from The Hutchinson Unabridged Encyclopedia

Abbreviation for methicillin-resistant Staphylococcus aureus (MRSA) is widely used in hospitals.

While ordinary Staphylococcus aureus are widespread and can cause illnesses from wound infections through to toxic shock syndrome, they generally respond to standard antibiotics such as penicillin. MRSA, by contrast, which was first discovered in the UK in 1961, has acquired a gene known as meca, making it resistant towards methicillin and a range of other antibiotics from the penicillin family.

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Need help?

Looking for a particular journal, newspaper, or magazine in electronic format? Check out our A to Z Full Text Finder, try using Magale's Full Text Finder LibGuide (requires Adobe Reader, https://get.adobe.com/reader/) for additional help. Also, check out our Video Tutorials, FAQs, or contact us.

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Advanced Search

- elderly patients
- AND MRSA
- AND risk assessment

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Narrow By:
- Item Type
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  - Pamphlets
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Search
A Retrospective Cohort Study into Acquisition of MRSA and Associated Risk Factors after Implementation of Universal Screening in Scottish Hospitals

E. V. H. van Velden, MD, J. S. Reilly, PhD, K. Kavanagh, PhD, A. Leanord, MD, G. F. S. Edwards, MD, E. K. Girvan, MSc, I. M. Gould, MD, F. M. MacKenzie, PhD, R. Masterton, MD
Infection Control and Hospital Epidemiology, Vol. 32, No. 9 (September 2011), pp. 889-896

Topics: Methicillin resistant staphylococcus aureus, Hospital admissions, Teaching hospitals, Decolonization, Hospital units, Infections, Predisposing factors, Length of stay, Confidence interval, Cohort studies

Prevention of Methicillin-Resistant Staphylococcus aureus Infection: Is Europe Winning the Fight?

Marc J. Struelens, MD, PhD, Dominique L. Monnet, PharmD, PhD
Infection Control and Hospital Epidemiology, Vol. 31, No. S1, Papers from the Fifth Decennial International Conference on Healthcare-Associated Infections (November 2010), pp. S42-S44
A Retrospective Cohort Study into Acquisition of MRSA and Associated Risk Factors after Implementation of Universal Screening in Scottish Hospitals


Original Article

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E. K. Girvan, MSc, 5
I. M. Gould, MD, 6
F. M. MacKenzie, PhD, 5 and
R. Masterton, MD 2

1. Health Protection Scotland, Glasgow, United Kingdom
A Retrospective Cohort Study into Acquisition of MRSA and Associated Risk Factors after Implementation of Universal Screening in Scottish Hospitals


JOURNAL ARTICLE

Infection Control and Hospital Epidemiology
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Stable URL: https://www.jstor.org/stable/10.1086/661280
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R. Masterton, MD 7

Health Protection Scotland, Glasgow, United Kingdom
Types of Methods

- Quantitative
  - Survey

- Qualitative
  - Questionnaire

- Mixed Methods
  - QUAN/qual >> Survey/questionnaire
  - QUAL/quant >> Questionnaire/survey
1. Reduction in the rate of methicillin-resistant Staphylococcus aureus acquisition in surgical wards by rapid screening for colonization: a prospective, cross-over study.

By: Hardy, Katherine; Price, Charlotte; Szczepura, Ada; Gossain, Savita; Davies, Ruth; Stallard, Nigel; Shabir, Sahida; McMurray, Claire; Bradbury, Andrew; Hawky, Peter M. Clinical Microbiology & Infection, Apr2010, Vol. 16 Issue 4, p333-339, 7p, 1 Diagram, 4 Charts. Publisher: Elsevier B.V., Database: Complementary Index.

Subjects: Freestanding Ambulatory Surgical and Emergency Centers, All Other Miscellaneous Ambulatory Health Care Services, STAPHYLOCOCCUS aureus infections, METHICILLIN resistance, CROSS infection, SURGICAL clinics, ISOLATION (Hospital care), QUANTITATIVE research.

PDF Full Text

Part 2

Nursing Research & Resources
Study Materials

Welcome to PrepSTEP™ for Colleges
Study Materials

• PrepStep
  – Developmental subjects (such as Math)
  – NCLEX
  – MCAT
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* Are you a European Union citizen? [ ] Yes [ ] No

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* Email: 

* Confirm Email: dgduke@saumag.edu

* Password: **********

* Re-enter Password: 

Student ID #: 

Course Section #: 

Register
My Center

All of your resources are organized by type in the sections below.

Tests
- In Progress: 0  |  Completed: 6
- Decimals Level 1, Practice Set 1
  - In Progress: 0  |  Completed: 1
- Decimals Level 1, Practice Set 1
  - In Progress: 0  |  Completed: 1
- Fractions & Mixed Numbers Level 1, Practice Set 1

Tutorials
- In Progress: 6  |  Completed: 0
- Communicating with Your Professor
- Basic Math Tutorial
  - In Progress
- ACT® Test Preparation Tutorial: Comprehensive
  - In Progress

eBooks
- Downloaded: 13
- NCLEX-RN® Flash Review
- Becoming a Caseworker
- Becoming a Healthcare Professional
NCLEX RN

NCLEX-RN® Flashcards: Deck 4
This fourth deck of flashcards contains 100 terms and concepts that are commonly tested on the NCLEX-RN® exam. It covers respiratory disorders and obstetrics.

NCLEX-RN®: Power Practice
Success on the NCLEX-RN® is mandatory to become a registered nurse. NCLEX-RN®: Power Practice provides the practice you need to earn a top score, with two full-length practice exams and detailed answer explanations.

NCLEX-RN® Flash Review
NCLEX-RN® Flash Review features more than 600 terms and concepts that are commonly tested on the NCLEX-RN® exam. This portable study guide is ideal for quick review and

NCLEX-RN® Practice Exam 2
This is the second of three practice tests based on the NCSBN's latest official NCLEX-RN® test plan and was designed to complement the other study tools available.
NCLEX-RN® Practice Exam 3

This is the third of three practice tests based on the NCSBN’s latest official NCLEX-RN® test plan and was designed to prepare you for the types of questions you’ll encounter on test day. You’ll get detailed answer explanations and an instant score report that pinpoints your strengths and weaknesses.

Start Test  
Print

NCLEX-RN® Practice Exam 1

This is the first of three practice tests based on the NCSBN’s latest official NCLEX-RN® test plan and was designed to prepare you for the types of questions you’ll encounter on test day. You’ll get detailed answer explanations and an instant score report that pinpoints your strengths and weaknesses.

Start Test  
Print
NCLEX-RN® Practice Exam 1

Before you begin your test, it's very important to read and follow the instructions to be sure you get the most from your test.

About This Test

This practice exam will help you prepare for the National Council Licensure Examination for Registered Nurses (NCLEX-RN®) and is based on the latest (April 2019) official test plan. The official NCLEX-RN® is computer-adaptive, which means all examinees will have a different number of test questions depending on how many and what types of questions they answer correctly or incorrectly. However, on this practice exam, you'll be asked to answer 165 questions within five hours.

When you complete this practice exam, you will instantly receive a score report that lists your overall score as well as your performance in the areas assessed by the official test. You can use these scores along with the complete answer explanations to help better focus your preparation for test day.

Good luck!

*Please note: The NCLEX was not involved in the production of, and does not endorse, this product.

How to Take This Test

Answering Questions
Mark your answer by clicking on the circle next to your choice.

Changing Your Answers

Test Details:
- Total Questions: 165
- Test Time: 360 Minutes

Choose Your Test Mode:
- **Simulation**
  The test will stop when the timer is up.
- **Practice**
  See answer explanations after you have finished. If the test is timed, the timer will display but will not be enforced.
- **Learner**
  View the answers to each question as you go along to help you study.

Start Test
1. A client diagnosed with pneumonia states difficulty in producing a productive cough. The nurse should instruct the client to complete which of the following to maintain airway clearance?

A. decrease fluid intake
B. pursed-lip breathing technique
C. splint the chest when coughing
D. deliver oxygen via nasal cannula

Clear Answer
Score My Test

You can jump to any question that you skipped or flagged for review by clicking on it below. If you are ready to score your test, click Score below. If you are not, click Cancel to return to the test.

Jump to a Question (164 Question(s) Unanswered, 0 Question(s) Flagged for Review)

2. [ ] 3. [ ] 4. [ ] 5. [ ] 6. [ ] 7. [ ]
8. [ ] 9. [ ] 10. [ ] 11. [ ] 12. [ ] 13. [ ]
14. [ ] 15. [ ] 16. [ ] 17. [ ] 18. [ ] 19. [ ]
20. [ ] 21. [ ] 22. [ ] 23. [ ] 24. [ ] 25. [ ]

[Cancel] [Score]
NCLEX-RN® Practice Exam 1

Score Report

Your Score: 1%

Your performance indicates that you need more preparation for the NCLEX-RN exam. For the official NCLEX-RN exam, you will only receive a result of “pass” or “fail.” Remember, as you take the official examination, test items are selected based on your responses to previous items. The exam ends when it can be determined with 95% confidence that your performance is either above or below the passing standard, regardless of the number of items answered or the amount of testing time elapsed.

For the purposes of this practice exam, however, your overall score is reported as a standard percentage to help you better focus your preparation and study.

Score Breakdown

<table>
<thead>
<tr>
<th>Topic</th>
<th>Number of Questions</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiological Integrity: Basic Care and Comfort</td>
<td>15</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>Non-Pharmacological Comfort Interventions</td>
<td>7</td>
<td>10</td>
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<tr>
<td>Assistive Devices</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Elimination</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Mobility/Immobility</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Nutrition and Oral Hydration</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Personal Hygiene</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Rest and Sleep</td>
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<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Physiological Integrity: Reduction of Risk Potential</strong></td>
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<td>23</td>
<td>0</td>
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<tr>
<td>Laboratory Values</td>
<td>2</td>
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<td>0</td>
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<tr>
<td>System Specific Assessments</td>
<td>7</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Therapeutic Procedures</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Potential for Complications of Diagnostic Tests/Treatments/Procedures</td>
<td>3</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Diagnostic Tests</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Potential for Alterations in Body Systems</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
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Recommended Resources

Below you will find a list of resources directly from the website.

- **eBook**: NCLEX-RN® Practice Exam 1
- **eBook**: NCLEX-RN® Practice Exam 2
- **Test**: NCLEX-RN® Practice Exam 3
- **Test**: NCLEX-RN® Practice Exam 2

Opening NCLEXRNFlashReview.PDF

You have chosen to open:

- **NCLEXRNFlashReview.PDF**
  - which is: Adobe Acrobat Document (18.5 MB)
  - from: https://www.learningexpresshub.com

What should Firefox do with this file?

- [ ] Open with Adobe Acrobat Reader DC (default)
- [ ] Save File
- [ ] Do this automatically for files like this from now on.

[OK]
NCLEX-RN Flash Review

Essential review to help you pass the NCLEX-RN exam!

- Free access to an NCLEX-RN Diagnostic Test!
- 600+ terms and concepts commonly tested on the exam
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- Covers key content areas including: General Concepts, Adult Disorders, Obstetrics, Pediatrics, Mental Health, and more

Dr. Alida Guillotin
Dr. Tronie Waldman
NCLEX-RN® Practice Exam 1

Score Report

Your Score: 
1%

View Answers

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My Center

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Tests
- In Progress: 0
- Completed: 7
  - NCLEX-RN® Practice Exam 1
    - In Progress: 0
    - Completed: 1
  - Decimals Level 1, Practice Set 1
    - In Progress: 0
    - Completed: 1

Tutorials
- In Progress: 6
- Completed: 0
  - Communicating with Your Professor
    - In Progress
  - Basic Math Tutorial
    - In Progress
  - ACT® Test Preparation Tutorial: Comprehensive
    - In Progress

eBooks
- Downloaded: 14
  - NCLEX-RN® Flash Review
  - NCLEX-RN® Flash Review
  - Becoming a Caseworker
APA Style Basics

• Has some of the same elements as MLA style but has different format/labels
• Uses the active voice

• Purdue’s Online Writing Lab (OWL)*
  – https://owl.english.purdue.edu/

• Magale’s Video Tutorial Citing Resources
  – http://www.apastyle.org/ FAQ’s
General Format

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

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

Cite your source automatically in APA

Website

Search by URL, title, or keyword

Cite

You can also watch our APA vidcast series on the Purdue OWL YouTube Channel.
APA Style: Using the active voice

• Means avoiding passive voice
• (Hint: The person is acting, not an object)

Exercise 1

• The brakes were slammed on by her as the car sped downhill. (Passive)
• She slammed on the brakes as the car sped downhill.

Exercise 2

• Your bicycle has been damaged.
• I damaged your bicycle.

More examples at https://owl.english.purdue.edu/owl/owlprompt/539/
Needed Information for APA References

• Author(s) names
• Publisher name and location if using a book
• Publication date
• Title of specific article, chapter, entry, etc
• Title of journal, book, website, etc.
• Any specific page numbers
• Any volume, issue, and/or edition numbers
• Page numbers for entire article and specific pages for direct quotes
• DOI number if given
• URL if accessed online
In-text or Parenthetical Citations: Purpose

• Indicates the author being cited in our “Reference” page(s)
Respondents were female, 86% of the teachers and 90% of the counselors. The age range was 21 to over 34 years, with 43% of the teachers and 37% of the counselors being in the 40-49 years age range. Ethnic origin of the respondents was approximately 3/4 European-American with the other 1/4 of respondents indicating African American, Hispanic, Asian, or Native American. The majority of teachers indicated that they held a Bachelor's degree and the majority of counselors indicated a Master's degree as the highest educational degree obtained. Years of professional experience for teachers and counselors ranged from one to over 20 with their current school levels ranging from grades 1 through 8 including Special Education and Resource classes.

Social and Emotional Competency (SEC)

In order to ensure that teachers and counselors were in agreement regarding content taught as part of SEC, Goleman's (1995) definition of SEC skills as "a different way of being smart" was used for purposes of this study. These skills, which Goleman classified as emotional skills, cognitive skills, and behavioral skills, enable a person to understand, manage, and express the social and emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development" (ASCD, 1997, 2).

Emotional skills, which are primarily related to feelings, were categorized as identifying and labeling feelings, expressing feelings, assessing the intensity of feelings, managing feelings, delaying gratification, controlling impulses, reducing stress, and knowing the difference between feelings and actions. These skills were clearly differentiated from the cognitive skills, which involved the ability to think clearly and effectively.
(1995) definition of SEC skills as "a different way of being smart" was used for purposes of this study. Emotional skills, cognitive skills, and behavioral skills, enable a person to express the social and emotional aspects of one's life in ways that enable the successful management of learning, forming relationships, solving everyday problems, and adapting to the complex demands of life. Emotional skills, which are primarily related to feelings, were categorized as identifying and labeling feelings, assessing the intensity of feelings, managing feelings, delaying gratification, controlling impulses, and knowing the difference between feelings and actions. These skills were clearly differentiated from cognitive skills that are related to understanding. Cognitive skills are related to thinking and reflecting.

References


In-text and Parenthetical Citations

• Citing resources within a paragraph
  – Direct Quotes
  – Indirect Quotes
In-text Citations: Direct Quotes

• Introduces resource as part of the text of the sentence
• Usually uses the last name(s) of the author(s) of the resource
• Should include page or paragraph number

APA: According to Jones (2017), “mental illness is rising in today’s society” (p. 95).
Parenthetical Citations: Direct Quotes

- When we use someone else’s thoughts word-by-word
- Must cite the source within the sentence
- Must include page number (as provided)

APA: (Lastname, Year, p. #).

(Doe, 2011, p. 222).

(without page numbers) (Doe, 2011, para. 27)
In-text Citations: Indirect Quotes

• Introduces resource as part of the text of the sentence
• Usually uses the last name(s) of the author(s) of the resource
• Does not necessarily need to include page number where we found the information

APA: According to Jones (2017), mental illness is becoming prevalent in society.
Parenthetical Citations: Indirect Quotes

• When we use someone else’s thoughts, but we state them using our own words
• Must cite the source within our sentence OR must cite the source within our paragraph, if our entire paragraph is based on the one author’s thoughts
• Does not necessarily need to include page number where we found the information

APA: (Lastname, Year). (Doe, 2011).
In-text Citation Variations: Direct Quotes

1. According to Doe (2011), “all professionals should base their practice on quality, proven research that has been peer-reviewed” (p. 222).

2. “All professionals should base their practice on quality, proven research that has been peer-reviewed” (Doe, 2011, p. 222).
In-text Citation Variations: Indirect Quotes

1. According to Doe (2011), it is important for professionals to only use in their daily work what has been proven through quality research.

2. It is important for professionals to only use in their daily work what has been proven through quality research (Doe, 2011).
The concept of motivation is of primary importance in determining most if not all of human behaviour. With a greater and growing impetus on achievement in today's world, the influence of motivation in the field of academic achievement has become noteworthy with respect to goal orientation and scholastic adjustment. Academic achievement motivation also reflects upon the child's educational efficacy and perception of ability. This forms the rationale for the current paper as an understanding of some of the factors affecting the degree of academic achievement motivation in high school students is important to bring about certain changes in interpersonal / family relationship patterns and in the upbringing of the boy and the girl child so as to make each higher in academic achievement motivation thus translating it into effective action. This understanding will also shed light on what may influence a child's motivation as she/he goes through school and how academic achievement motivation may serve as an indicator of persistence or withdrawal from challenging or higher educational pursuits.

Harris (1960) observes “Motivation has long been recognized as a primary factor in achievement, but its value in evaluation has been limited because of the absence of suitable instruments for assessing it”. The motive to approach success is known as need for achievement which is generally informed from responses to TAT developed by McClelland and others (1953). Achievement motivation is viewed as being acquired early in life and persisting as stable dispositions over one's lifetime. Motivation changes during ones childhood and adolescence and educational experiences play a vital role in effecting such changes. Academic achievement motivation is a complex interaction of changes within the individual as well as changes in the environment that they encounter. Academic self-regulation effecting positive outcomes is vital for the development of achievement motivation. Self-efficacious individuals are more persistent, and take up greater achievement oriented tasks. Beginning in infancy the experiences that a child has affects his feelings of efficacy thus playing a vital role in academic achievement motivation. How much one's school environment promotes ones feelings of autonomy and relatedness without exaggerating social comparison in the classroom also affects academic achievement motivation.

A family is an organization of the social order. Family relationships are ones in which people think about their child, themselves and each other. The patterns of relationships within a family consider position, parameter, restrictions and their following impact on individual members. The extent to which significant members in the family encourage a child to learn, facilitate their access to resources that enhance learning and teach them self-regulatory practices affect their motivation in the field of academic achievement. Each pattern and perception is different from one of the child's family and how it is structured.
Direct quote or indirect quote? How do you know?

In the study on predicting student success with the Learning and Study Strategies Inventory (LASSI), Hendrickson (1997) found that motivation and attitude were the best predictors of student grade point average.
In-text Citations: Multiple Authors

1-5 Authors: (within a sentence, 1st usage)
Lastname1, Lastname2, Lastname3, Lastname4, and Lastname5 (Year) remainder of sentence.

2nd usage = Lastname1 et al.

EXAMPLE:
According to Doe, Smith, Jones, O`Brian, and Ortiz (2011), “all professionals should base their practice on quality, proven research that has been peer-reviewed” (p. 222).
Parenthetical Citations: Multiple Authors

1-5 Authors (end of sentence, 1\textsuperscript{st} usage)

(Firstname1, Firstname2, Firstname3, Firstname4, &
Firstname5, Year).

-2\textsuperscript{nd} usage = (Firstname1 et al., Year).

\textbf{EXAMPLE:}

“All professionals should base their practice on quality, proven research that has been peer-reviewed” (Doe, Smith, Jones, O`Brian, & Ortiz, 2011, p. 222).
In-text Citations: Journal Article with Multiple Authors

6+ Authors: (within a sentence)

Lastname1 et al. (Year)

-2nd usage = Lastname1 et al.

EXAMPLE:

According to Doe, Smith, Jones, et al. (2011), “all professionals should base their practice on quality, proven research that has been peer-reviewed” (p. 222).
Parenthetical Citations: Journal Article with Multiple Authors

6+ authors (end of sentence)

(Firstname1 et al., Year).

-2nd usage = (Firstname1 et al., Year).

EXAMPLE:

“All professionals should base their practice on quality, proven research that has been peer-reviewed” (Doe et al., 2011, p. 222).
Parenthetical Citations
(Doe, 2011, p. 222).

In-text Citation
According to Doe (2011), the writing process...

References:
Referencing an article from database (w/o doi)

Lastname, I. (2011). Title only capitalizing the 1st letter of the 1st word, proper nouns, abbreviations, and 1st letter of 1st word following a colon. Name of Journal, V(I), page #s.

Lastname, I. (2011). Title only capitalizing the 1st letter of the 1st word, proper nouns, abbreviations, and 1st letter of 1st word following a colon. *Name of Journal, V(I), page #s.* doi:#

MLA & APA Differences (Journals)

**MLA**

Parenthetical: (Doe 222)

**APA**

Parenthetical: (Doe, 2011, p. 222)

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**Works Cited:**

**References:**
Food-specific sublingual immunotherapy is well tolerated and safe in healthy dogs: a blind, randomized, placebo-controlled study

E. Maina, M. Pelst, M. Hesta and E. Cox

Abstract

Background: Food allergies are increasing in prevalence but no treatment strategies are currently available to cure dogs with food allergy. Over the past decade, experimental food allergen-specific sublingual immunotherapy (FA-SLIT) has emerged as a potential treatment for food allergies in human medicine. However, FA-SLIT has not been investigated in dogs. Therefore, the objective of this study was to prospectively evaluate the safety, tolerability and dispenser sterility of FA-SLIT in healthy dogs before testing it in food allergic dogs.

Eight experimental healthy beagle dogs, never orally exposed to peanut, were randomized in two groups to receive SLIT with peanut or placebo for 4 months. Subjects were monitored daily for local and systemic adverse
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Maina et al. BMC Veterinary Research (2017) 13:25
DOI 10.1186/s12917-017-0947-1

BMC Veterinary Research

**RESEARCH ARTICLE**

**Open Access**

Food-specific sublingual immunotherapy is well tolerated and safe in healthy dogs: a blind, randomized, placebo-controlled study

E. Maina\(^1\)*, M. Pelst\(^1\), M. Hesta\(^2\) and E. Cox\(^1\)
Referencing a Book


Referencing an Electronic Book


MLA & APA Differences (for Books)

MLA

• Works Cited:

APA

• References:
Referencing Webpages


Referencing News Webpages

• Include Website producer’s name if provided, such as a newspaper or news feed

Lastname, I. (Year, Month Day). The title of the article. Title of Newspaper or Source. Retrieved from URL

How do you reference a web page that lists no author?

When there is no author for a web page, the title moves to the first position of the reference entry:

Example:

Common Citation Error

• We do not quote the author that is quoted by the author(s) of the resource we are using.
Respondents were female, 60% of the teachers and 50% of the counselors. The age range was 21 to over 61 years, with 45% of the teachers and 37% of the counselors being in the 40-49 years age range. Ethnic origin of the respondents was approximately 3/4 European-American with the other 1/4 of respondents indicating African American, Hispanic, Asian, or Native American. The majority of teachers indicated that they held a Bachelor's degree and the majority of counselors indicated a Master's degree as the highest educational degree obtained. Years of professional experience for teachers and counselors ranged from one to over 20 with their current school levels ranging from grades 1 through 8 including Special Education and Resource classes.

Social and Emotional Competency (SEC)

In order to ensure that teachers and counselors were in agreement regarding content taught as part of SEC, Goleman's (1995) definition of SEC skills as "a different way of being smart" was used for purposes of this study. These skills, which Goleman classified as emotional skills, cognitive skills, and behavioral skills, enable a person to understand, manage, and express the social and emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development (ASCD, 1997, 2).

Emotional skills, which are primarily related to feelings, were categorized as identifying and labeling feelings, expressing feelings, assessing the intensity of feelings, managing feelings, delaying gratification, controlling impulses, reducing stress, and knowing the difference between feelings and actions. These skills were clearly differentiated from the cognitive skills, which were primarily related to thinking skills. Cognitive skills were identified with thinking, solving problems, and critical thinking.
PROMOTING SOCIAL AND EMOTIONAL COMPETENCY THROUGH TEACHER/COUNSELOR COLLABORATION.

*Education* 120.4 (Summer 2000): p668. (2281 words)

**Author(s):** LESLIE MARLOW, KIM BLOSS and DAN BLOSS.

**Document Type:** Magazine/Journal

**Bookmark:** Bookmark this Document

**Full Text:**

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Introduction

There is a continuing need to improve the collaborative efforts of teachers and counselors. This need is manifested in a shortage of qualified teachers and counselors. Social and Emotional Competency (SEC) education, a model that encourages...
Quoting a Quote

According to ASCD, it is important for individuals to be able to “understand, manage, and express the social and emotional aspects of one’s life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems” (Marlow, Bloss, & Bloss, 2000, p. 669).
PROMOTING SOCIAL AND EMOTIONAL COMPETENCY THROUGH TEACHER/COUNSELOR COLLABORATION.

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Introduction

There is a continuing need to improve the collaborative efforts of teachers and classrooms. This need is manifested in a shortage of qualified teachers and counselors. Social and Emotional Competency (SEC) education, a model that encourages...
Incorporating Resources into Academic Writing, Presentations, and other Assignments

• MEAL Plan:
  – Main idea
  – Evidence
  – Analysis
  – Lead in

• Learning Styles and the Need for an Inventory

Learners differ in the way they learn and the way they prefer to be taught. According to James and Galbraith (1985) and Wislocki (1993) learners have three major categories by which they prefer to learn, “visual, verbal, and tactile or psychomotor” (as cited in Knowles, Holton, and Swanson, 2015, p. 195). Knowles, Holton, and Swanson (2015) note the importance of instructors recognizing “characteristics of instruction and instructional settings” in learning how they may align with student learning needs and preferences. While the Personal Adult Learning Style Inventory (PALSI) does not provide measures for students using all these categories, the inventory can be used to collect information on student instruction and instructional setting preferences. The teacher may use the findings of the inventory to plan and modify their teaching approach to create an alignment between how students prefer to learn and how the instructor teaches.
Learning Styles and the Need for an Inventory

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References


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