Mining Bibliographies
How to Quickly Find Scholarly Sources on Your Topic

Name: _________________________________________________
Email: __________________________________________________

Purpose
The goal of this activity is to teach you one of the most underrated research skills that a college student can have. When librarians get stuck finding good sources on a topic, we often look to the footnotes, references, or bibliographies of a scholarly source to easily find more sources on the same topic. It’s fast and easy and will greatly improve the quality of sources for your paper!

Your Sample Topic
For the purposes of this activity, pretend that you are writing a research paper on the possible link between lack of sleep and depression. Answer the questions below.

Part 1: Articles on College Students
On the References page (located on the back of this sheet) read through all of the references and put a check mark next to any article that mentions college students specifically. Don't put a check mark next to any citations that mention "students" - we only want the articles with COLLEGE STUDENTS mentioned.

Next, write the number of each citation that you put a check mark next to on the lines below.

[Blank Line]

Part 2: Articles on Depression
Next go through the References page again and underline any citations that mention depression specifically. Write the number of each citation that you underlined on the lines below.

[Blank Line]

Part 3: Articles on College Students AND Depression
Go through the References page once more time and check for any citations that you have underlined AND put a check next to. List those citations' numbers on the line below.

[Blank Line]

How Would You Find the Articles You Listed In Part 3?
Check all that apply.

☐ Google them and see if you can find copies of them online
☐ Ask a librarian for help finding them (library@norwich.edu)
☐ Type the title into the main search bar on the Library's homepage
☐ Use the database Academic Search Premier to find them
of stress. Although most 2-year colleges offer personal counseling services to address student stress and mental well-being, 2-year college students may be reluctant or unable to seek out these services, which may be, in part, due to time constraints and perceived mental health stigma. A qualitative study by Karp and colleagues further show that while 2-year colleges have student support services, only students who attend the university with pre-existing social and cultural capital take advantage of these services, thereby unintentionally perpetuating and legitimizing structural disadvantage. Given these issues, both 2-year and 4-year college health professionals should consider investing greater resources in disseminating health information related to stress, depression, and sleep problems as well as improving accessibility and visibility of mental health services.

Acknowledgments

The authors thank the students and the staff at Anoka-Ramsey Community College, Inver Hills Community College, and St. Paul College for the support and help with this project.

Conflict of interest disclosure

The authors have no conflicts of interest to report. The authors confirm that the research presented in this article meet the ethical guidelines, including adherence to the legal requirements, of the United States and received approval from the Institutional Review Board of the University of Minnesota.

Funding

This research was supported through a grant from NHLBI (1 U01 HL096767-01: Leslie A. Lytle, Principal Investigator).

References