Refworks Tutorial

Professor James T. Mellone
Social Sciences Librarian

Queens College Libraries
City University of New York
Spring 2012
<table>
<thead>
<tr>
<th>ONE:</th>
<th>Account</th>
<th>=Slides 3-7</th>
</tr>
</thead>
<tbody>
<tr>
<td>TWO:</td>
<td>Export / Import</td>
<td>=Slides 8-13</td>
</tr>
<tr>
<td>THREE:</td>
<td>Folders</td>
<td>=Slides 14-19</td>
</tr>
<tr>
<td>FOUR:</td>
<td>References</td>
<td>=Slides 20-23</td>
</tr>
<tr>
<td>FIVE:</td>
<td>Bibliography</td>
<td>=Slides 24-32</td>
</tr>
</tbody>
</table>
ONE: Account

I. Connect to Refworks

Connect through the Library website navigation:
http://qcpages.qc.cuny.edu/Library
>Research
>Databases
>R
>Refworks
One: Account

For off-campus access through the EZ Proxy Service you must first activate your QC ID card at the Library’s Circulation Desk on Level Three, or at the Music Library in the Aaron Copland School of Music. When you click on a database from off-campus you will be prompted to enter the barcode located on the back of your ID.

In the event databases cannot be accessed through the EZ Proxy service on campus, use Databases On Campus Only, a duplicate list of all databases.

Browse the databases alphabetically:

Filter the database list by subject:

- Arts & Humanities

Database Name | Full Text | Find It | Publication Dates | Description
--- | --- | --- | --- | ---
RAMBI: The Index of Articles on Jewish Studies | | E-J | 1966-2012 | Citations to scholarly journal articles, magazine articles, and book essays in the field of Judaeo-Semites; includes international publications; based on the holdings of the Jewish National & University Library (Jerusalem).

RCL Web (Resources for College Libraries) | | | 1990-2012 | Citations to core book titles for college and university libraries; full-text of annotations and reviews.

Reader’s Advisor Online | | | Current edition. | Full-text of annotations and reviews of current books; a reader’s advisory resource.

Reader’s Guide Full Text Mega | | | 1980-2012 | Citations to magazine articles of general interest, on current events, etc.; a former Wilson index.
Subjects: Magazines.

Reader’s Guide Retrospective | | | 1890-1982 | Citations to magazine articles of general interest, on current events, etc.; a former Wilson index.
Subjects: Magazines.

RefWorks (Mellone)
II. Create an Account

1) Account creation consists of creating a login name and password by using a computer on the Queens College campus.

2) There is no direct user cost for using Refworks

3) Click 'Sign up for a New Account'

4) Complete the pop-up form:
   - Email Address
   - Re-enter Email Address
   - Login Name (username)
   - Password
   - Re-enter Password
   - Your Name
   - Area of Focus: e.g. Social Sciences
   - Type of Focus: e.g. Undergraduate Student
   - Pass the anti-spam CAPTCHA test (type the wobbly letters)
   - Click 'Create Account'
ONE: Account
ONE: Account

III. Login to Account
To use Refworks you must login with your login name and password

IV. Home Access
1) Login with the Group Code for Queens College: 'rwqueenscollege'
2) Login with your Refworks login name and password
TWO: Export / Import

I. Export from a Database / Import to Refworks

1) In a database (e.g. Sociological Abstracts) perform a search on a topic
2) Mark (add) citations to a marked list (folder)
3) Click on the Refworks icon (export) to export citations
4) Verify (or select) the marked citations, click 'Export to Refworks'
TWO: Export / Import
TWO: Export / Import

Export to RefWorks

Refworks (Mellone)
TWO: Export / Import

1. Export from a Database / Import to Refworks

5) A new window should open (if the pop-up blocker is on you may have to initiate this when asked), and you login with your Refworks login information

6) Once logged in, Refworks will import the references (citations) automatically

7) In the 'Import References' window you should receive confirmation of the import

8) Click 'View Last Imported Folder'
TWO: Export / Import

Login to Your RefWorks Account

Welcome to RefWorks 2.0. The new interface puts all your favorite features at your fingertips, is easier and more intuitive to use—and better looks at, too.

Want to learn how to get around RefWorks 2.0?

Want to keep up with the latest on RefWorks?

For us on Facebook or follow us on Twitter. Join these RefWorks communities and you'll be the first to hear about new features, get help from our excellent support team—even be invited to participate in special events.

Connect with RefWorks now. 
TWO: Export / Import

Refworks (Mellone)
THREE: Folders

I. Last Imported Folder

1) The references you most recently imported appear in this folder
2) Click in the boxes to select references you want to save to another folder
3) Mouse-over the first icon (a yellow folder image, with a plus+)
4) Select the folder to which the references will be saved
5) If you have no folder yet, go first to 'Create a Folder' below, then repeat 2, 3, 4
THREE: Folders
THREE: Folders

II. Create a Folder

1) Click the New Folder tab toward the left top
2) In the pop-up window, type the folder name you wish to create
3) Click 'create'
THREE: Folders

Refworks (Mellone)
THREE: Folders

III. Organize Folders

1) Click 'Organize & Share Folders'
2) All folders will display in alphabetical order
3) On the right, mouse-over the folder icon for the following options:
   _Create subfolder
   _Rename folder
   _Clear folder
   _Delete folder
   _Find duplicates
4) Click on the folder name to view the references in that folder
THREE: Folders
FOUR: References

I. Manage References

1) In the folder view, click on the magnifying glass icon on the right to view a reference
2) You can 'edit' a reference; 'delete' deletes the reference entirely from Refworks
3) In addition, you can mark references, and then use the icons on the grey bar to:
   _Add to a folder
   _Delete (deletes a reference entirely from Refworks)
   _Print
   _Remove from Folder (reference remains in All References)
4) Click on 'References' on grey bar to view All References
Refworks (Mellone)
FOUR: References

II. Add a New Reference Manually

1) Click on the 'New Reference' tab at top (with green plus+)
2) Type in the bibliographical information (reference data)
3) Click 'Save Reference'
4) Click 'Add to Folder' (and then, select folder from pull-down menu)
FIVE: Bibliography

I. Define Output Style

1) Mouse-over 'Bibliography' on the top grey bar
2) Select 'Output Style Manager'
3) 'List of Output Styles' is in the left panel; your 'Favorites' are in the right panel
4) Delete styles from your Favorites that you do not need (click on style, then click green left-arrow)
5) Select styles from the List that you do need (APA 6th Annotated with Abstracts) and add to Favorites (click on style, then click green right-arrow)
6) Close the pop-up window by clicking the X in the right corner
II. Create a Bibliography from a Folder (All references in folder)

1) Click on the 'Create Bibliography' tab toward top
2) From the first pull-down menu, select the output style
3) From the last pull-down menu, select the folder from which references will be included
4) Click 'create bibliography'
5) All references from that folder will be included in the bibliography
FIVE: Bibliography

Refworks (Mellone)
FIVE: Bibliography

References


How does parental divorce influence the sense of control in adult offspring? Numerous studies have examined the implications of parental divorce on adult psychological well-being, however, little attention has been paid to the long-term consequences of parental divorce for adult sense of control. Using data from the Survey of Aging, Status, and the Sense of Control, we investigate whether or not, and how, parental divorce is associated with offspring's sense of control. The results show that parental divorce has mixed relationships with offspring's sense of control, indicating both positive and negative mechanisms. On one hand, parental divorce significantly increases adult sense of control. This positive association holds even when we adjust for socioeconomic attainments and social relationships. On the other hand, parental divorce is associated with decreased levels of sense of control through higher economic hardship, lower educational attainment, and nonparticipation in volunteering. The authors discuss the implications of these findings. [Reprinted by permission of Sage Publications Inc., copyright holder.]


As an unprecedented number of children live in families experiencing divorce, researchers have developed increasingly complex explanations for the consequences associated with marital dissolution. Current accounts focus on changes to family finances, destabilized parenting practices, elevated parental conflict, and deterioration of the parent-child relationship, to explain the impact of divorce. A less studied explanation draws attention to children's diminished psychosocial well-being following divorce. Using data from the Early Childhood Longitudinal Study–Kindergarten cohort (ECLS-K; N = 10,064), I examined the role of psychosocial well-being in the relationship between divorce and children's outcomes. The results suggest that divorce is associated with diminished psychosocial well-being in children, and that this decrease helps explain the connection between divorce and lower academic achievement. Adapted from the source document.


Using high-quality data from Norwegian population registers, we examine the relationship between family disruption and children's educational outcomes. We distinguish between disruptions caused by parental divorce and paternal death and, using a simultaneous equation model, pay particular attention to selection bias in the effect of divorce. We also allow for the possibility that disruption may have different effects at different stages of a child's educational career. Our results suggest that selection on time-invariant material characteristics is important and works to overstate the effects of divorce on a child's chances of continuing in education. Nevertheless, the experience of marital breakdown during childhood is associated with lower levels of education, and the effect weakens with the child's age at disruption. The effects of divorce are most pronounced for the transitions during or just beyond the high school level. In models that do not allow for selection, children who experienced a parents' death appear less disadvantaged than children whose parents divorced. After we control for selection, however, differences in the educational qualifications of children from divorced and bereaved families narrow substantially and, at mean ages of divorce, are almost non-existent. Adapted from the source document.


Using data from 10,839 adolescents from the National Education Longitudinal Study, this study investigates whether the impact of parental divorce on adolescents' academic test performance vary by sibling size. Analyses show that the negative effect of divorce on adolescent performance appears as sibling size increases. On the other side of the interaction, the inverse relationship between sibling size and test performance is weaker in disrupted than in two-biological-parent families. Trends of such interactions are evident when sibling size is examined either as a continuous or a categorical measure. Finally, the observed interactions on adolescents' academic performance are completely explained by variations in political financial, human, cultural, and social resources. In sum, this study underscores the importance of understanding the effects of parental divorce as a variable and calls for more research to identify child and family features that may change the magnitude of such an effect. [Copyright Elsevier Inc.]


The impact of divorce on children has been well documented over the past 30 years. Divorcing parents who are also experiencing clinical depression often have a compromised ability to parent well and to give the children needed support. Children are then impacted both by the divorce itself and the effects of parental depression. They are at higher risk of numerous problems including poorer physical health, deficits in academic performance not attributable to intellectual limitations, poor social functioning, conduct disorder and other disruptive behavior problems, phobias, and other anxiety disorders. Because children of depressed parents are at higher risk for depression themselves, they should be monitored for depressive symptoms. If there are concerns, the child should be assessed by a mental health professional. Adapted from the source document.
III. Create a Bibliography from My List (Selected references)

1) View the contents of a Folder
2) Mark the references you wish to select
3) Mouse-over the 'Add to' icon, and select 'My List'
4) The selected references have now been added to 'My List'
5) Follow steps in II.; in step 3. select the folder 'My List'
6) All references from 'My List' will be included in the bibliography
7) Edit 'My List' on an as-needed basis to make new selections
FIVE: Bibliography
FIVE: Bibliography

Refworks (Mellone)


Using high-quality data from Norwegian population registers, we examine the relationship between family disruption and children's educational outcomes. We distinguish between disruptions caused by parental divorce and paternal death and, using a simultaneous equation model, pay particular attention to selection biases in the effect of divorce. We also allow for the possibility that disruption may have different effects at different stages of a child's educational career. Our results suggest that selection on time-invariant maternal characteristics is important and works to overstate the effects of divorce on a child's chances of continuing in education. Nevertheless, the experience of marital breakdown during childhood is associated with lower levels of education, and the effect weakens as the child's age at disruption. The effects of divorce are most pronounced for the transitions during or just beyond the high school level. In models that do not allow for selection, children who experienced a father's death appear less disadvantaged than children whose parents divorced. After we control for selection, however, differences in the educational qualifications of children from divorced and bereaved families narrow substantially and, at mean ages of divorce, are almost non-existent. Adapted from the source document.