

## Source Evaluation Worksheet

Name: \_\_\_\_\_

### Part 1:

Use the source distributed to you to complete this worksheet. In some situations, the source may not provide everything you need to complete this evaluation. You may use a computer to locate additional information about the source and its author(s). This worksheet is worth 5 points out of a total of 100 points for the Information Literacy Unit.

Source Title:

Article Title (if applicable):

Publication Date:

Publisher:

Author(s) or Editor:

What are the author's credentials?    Scholar    Journalist    Other \_\_\_\_\_

How do you know?

What is the purpose of this source?

Using the vocabulary used in the modules you completed for homework, describe what kind of source this is.

Which source type is the best fit for this source? (Scholarly Journal, Scholarly Book, Non-Scholarly Periodical, Non-Scholarly Book, Website/Social Media, Other (Government Document, Data, Image, Photograph, Archival Document))

### Part 2:

Campus conversations related to the common book and themes of race and social justice are important fuel for future research. What opportunities do you see for future research in this realm? Imagine that you are asked to contribute to the conversation at some point in the next five years. What form might your contribution take.

### Source Types Homework Guide

Use this guide to take notes while you view “Module 4: How do I evaluate sources?” This assignment is worth 5 points out of a total 100 points for the Information Literacy Unit.

#### 1. Primary and Secondary Sources

Define a **primary source**:

List two examples

- 1.
- 2.

A **secondary source** is an interpretation, analysis, commentary, or basically anything about a primary source.

List one example of a secondary source

- 1.

Distinguish between primary and secondary sources.

\_\_\_\_\_ sources provide raw material to analyze

\_\_\_\_\_ sources support your argument

A source can function as either a primary or secondary source. What does the distinction depend on?

#### 2. Peer Review

For scholarly journals, what does the process of peer review involve?

- 1.
- 2.
- 3.

#### 3. Scholarly Journals

What are the two principal purposes of scholarly journals?

- 1.
- 2.

Are all scholarly journals considered equally **authoritative**?      Yes                                      No

#### **4. Non-scholarly periodicals**

What are two examples of non-scholarly periodicals?

- 1.
- 2.

What can a non-scholarly periodical provide that a scholarly journal cannot?

Are they considered as authoritative as scholarly journals?      Yes                              No

#### **5. Websites**

What do almost all websites provide (circle one)?

authoritative information                              primary sources                              secondary sources

Circle the examples of **Top Level Domains** that are **restricted**:

.edu                              .com                              .gov                              .org

What is one question to consider when evaluating the authoritativeness of a website?

#### **6. Books and Other Sources**

List two differences between scholarly books and scholarly journal articles.

- 1.
- 2.

Non-scholarly books are most useful as what type of source (circle one)?

Primary source                              Secondary source

List one example of a government publication.

- 1.

Can social media sites (such as Facebook) provide authoritative information to be used as a secondary source?

Yes                              No

The criteria for evaluating information sources that we will use today are:

- Author – The author or creator of the information source. Who are they? What do they do for a living? What, if any, are their credentials (ex. Ph.D.)? What are their lived experiences?
- Audience – To whom the information source is directed to.
- Purpose – Every information source serves a purpose. Why was the source created? What is the source intended to do?
- Relevance – The connection of the information source to the information need. What do you need to know? Does this information source answer your question? Is the information source tightly connected to your information need or loosely connected?
- Date – When the information source was published. For some information needs, the publication date does not matter. For other information needs, the most recent information is the most valuable.

# TYPE 2 DIABETES FAMILY HISTORY AND ENGAGEMENT IN PROTECTIVE NUTRITION BEHAVIORS: A CROSS-SECTIONAL STUDY OF COLLEGE STUDENTS

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**Abstract:** The objective of this study was to determine whether having a Type 2 diabetes (T2D) family history is significantly associated with protective nutrition behaviors. Data were collected via web-based survey from undergraduate students (18 or older, n=905). Fruits and vegetables consumption and use of posted caloric information were outcome variables and demographic and family history statuses were predictor variables. Poisson and linear regression analyses were used to model all results. Participants with a positive T2D family history were (48.8%; n=441) and those without were (51.2%; n=462). After adjusting for demographic characteristics, there was no statistically significant relationship between T2D family history status and fruits consumption behavior ( $\beta = -0.036$ ,  $p=0.280$ ) or vegetable consumption ( $\beta = 0.047$ ,  $p=0.157$ ). However, college students who have a family history of T2D were more conscious about caloric information when ordering/buying food (RR = 0.873,  $p<0.05$ ). Health educators are tasked to include family history status as a component of T2D intervention procedures as this group is at higher risk for developing T2D.

**Keywords:** Diabetes; family history; nutrition; college students

## BACKGROUND

Type 2 Diabetes (T2D) is a leading contributor to a variety of health concerns, such as blindness, kidney disease, limb amputation, stroke, and heart disease (National Institute of Diabetes and Digestive and Kidney Diseases, 2013). In the United States, approximately 35% (79 million) of U.S. adults exhibit signs of pre-diabetes, while T2D diagnoses are projected to increase by 165% in the next four decades (Boyle JP, Honeycutt AA, Narayan KM, Hoerger TJ, Geiss LS, Chen H, Thompson TJ, 2001). According to the American Diabetes Association (ADA) (ADA Report 2013a), the total estimated cost associated with diagnosed T2D is approximately \$245 billion.

What is perhaps most troubling, however, is that studies contend predictors of T2D begin quite early in life (Kaufman, 2011; Mokdad et al., 2001). Approximately 3,600 youth are newly diagnosed with T2D annually (American Diabetes Association, 2013b). Moreover, obesity (a leading contributor to T2D) is on the rise among children and adolescents (Rorive, Letiexhe, Scheen, & Ziegler, 2005) and behavioral risk factors for T2D, such as obesity, sedentary behavior, smoking and poor eating habits, are also increasing among adolescents (Bishop J, Middendorf R, Babin T, Tilson W, 2005; Ogden CL, Carroll MD, Kit BK, Flegal KM., 2012; Centers for Disease Control and Prevention,

2007). Lifestyle behaviors developed at a young age set the stage for behaviors to persist into adulthood and subsequently become more difficult to change as an adult (Nemet et al., 2005; V. Räsänen, Raitakari, Pietinen, & Viikari, 2004).

Results from the Behavioral Risk Factor Surveillance Survey (Centers for Disease Control and Prevention 2013) suggest that the greatest increases in obesity occur in individuals between the ages of 18 to 29 years, during the transition from adolescence to adulthood when many students are in college (Ogden CL, Carroll MD, Kit BK, Flegal KM., 2012; V. Räsänen, Raitakari, Pietinen, & Viikari, 2004). College years represent a major shift for students as most are living away from home for the first time and are consequently forced to make health-related lifestyle decisions without their parents or guardians. Due to this increased self-reliance, it is not surprising 70% of college students have significant weight gain once they start college (Lloyd-Richardson, Bailey, Fava, & Wing, 2009). Currently, about 22% of college students are overweight and approximately 12% are obese (American College Health Association, 2013).

Although T2D is preventable, or at least delay-able, with changes in lifestyle (Hamman et al., 2006), there are non-modifiable risk factors that make an individual more susceptible than their peers (Claassen et al., 2010). Evidence that

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