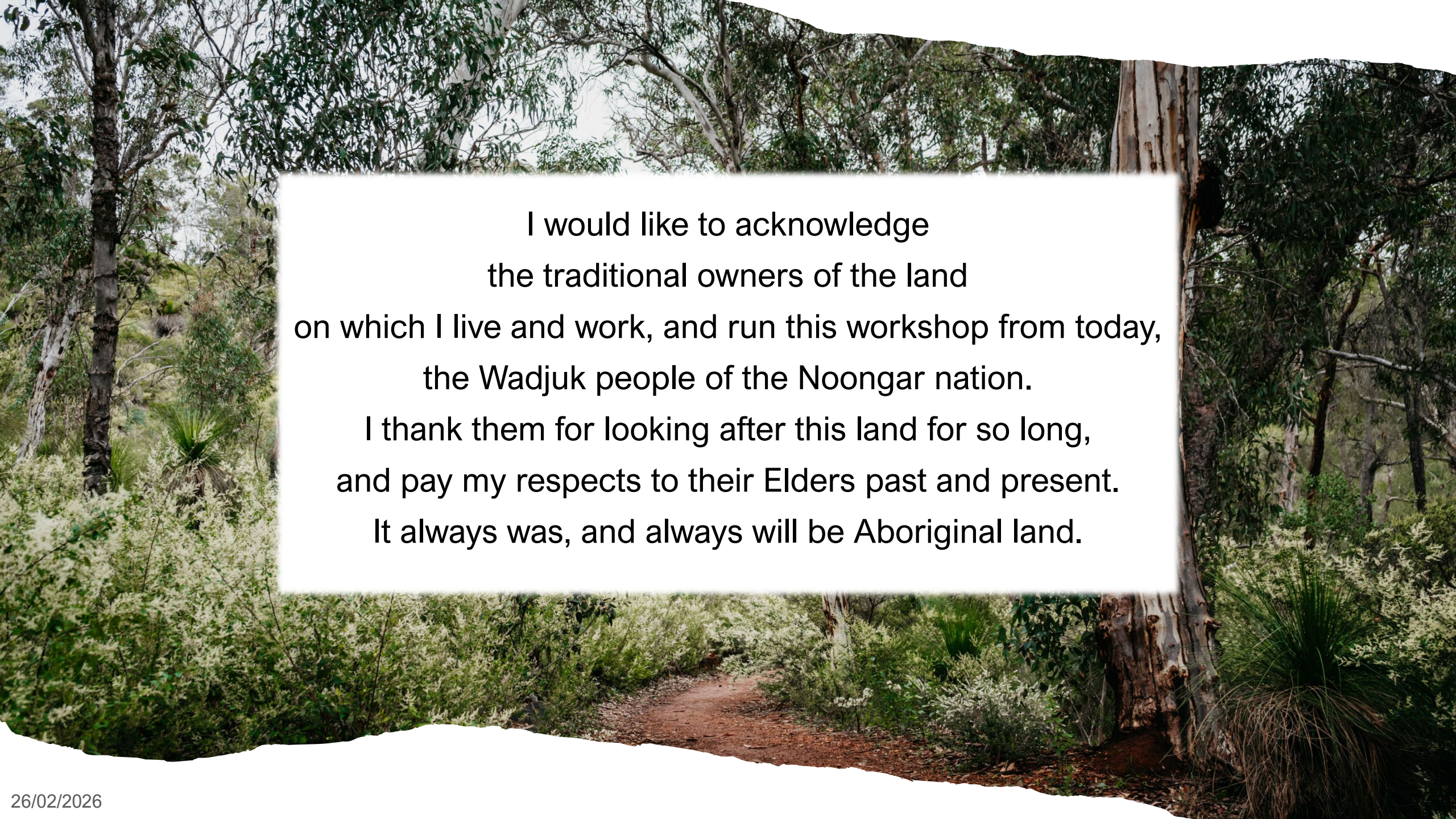




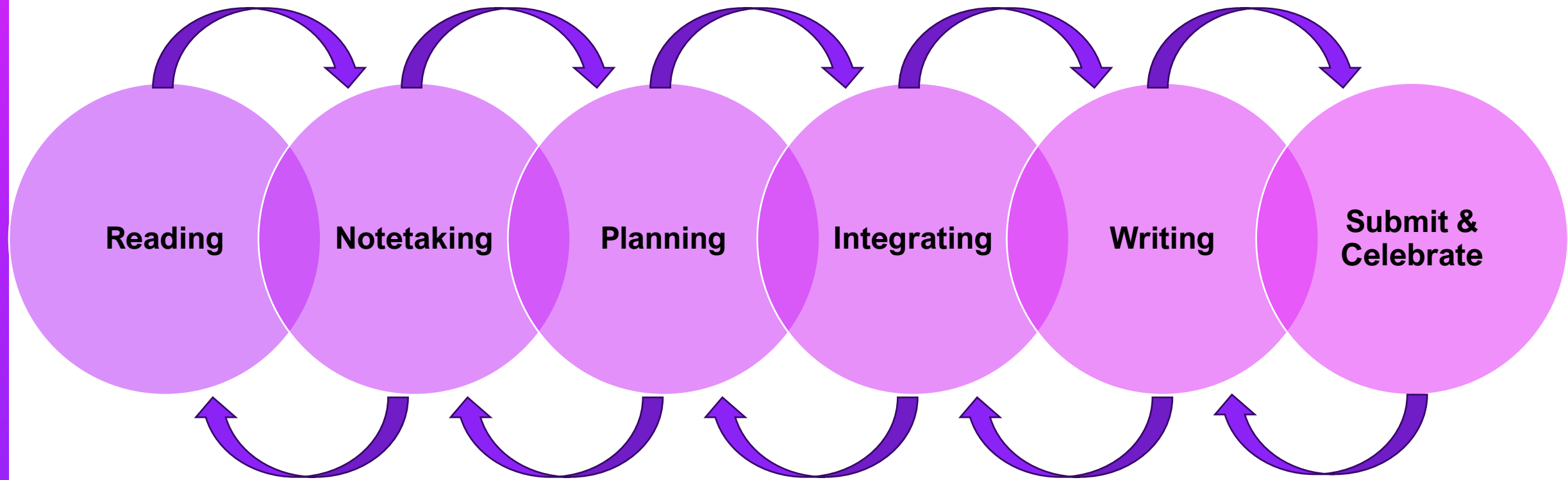
Academic Writing step 1: Reading

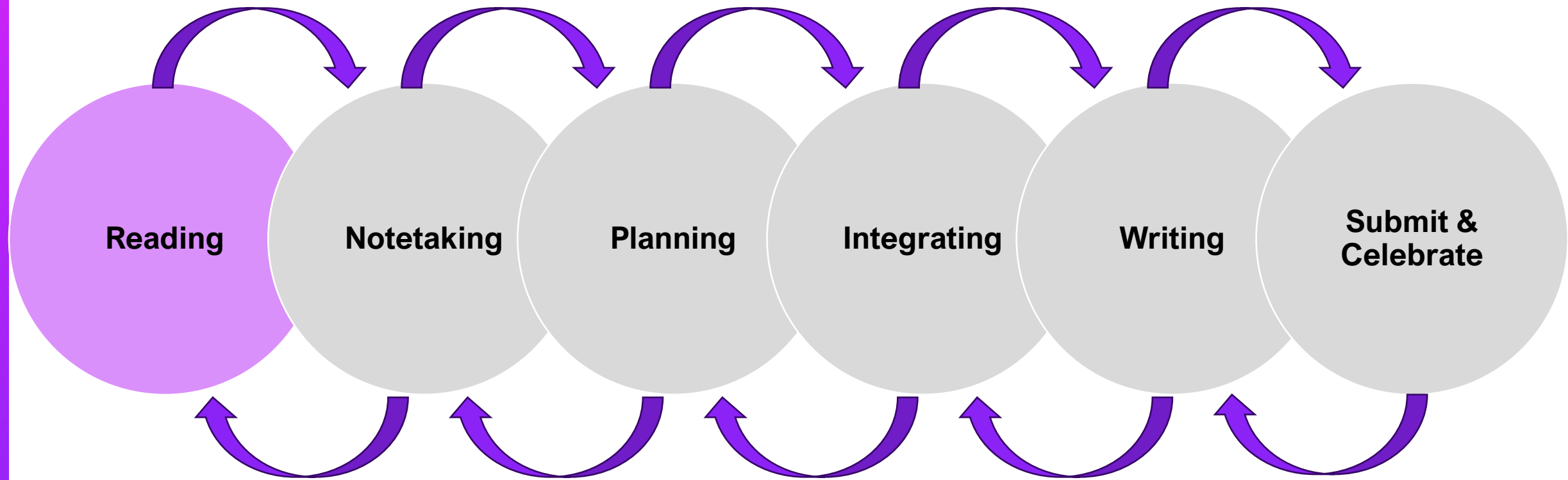
Curtin Library

Dr Petra Dumbell (she/her)



I would like to acknowledge
the traditional owners of the land
on which I live and work, and run this workshop from today,
the Wadjuk people of the Noongar nation.
I thank them for looking after this land for so long,
and pay my respects to their Elders past and present.
It always was, and always will be Aboriginal land.





Reading

At university, you will have to read a lot: journal articles, books, ...

This session will cover strategies to make reading easier, and quicker.

We will cover:

- Understanding journal articles
- Skim reading, scanning
- Reading difficult texts
- Reading critically
- Using Gen AI for reading
- Getting help

Journal articles

Research papers, academic papers, scholarly articles, peer-reviewed articles, research papers...

- Short texts written by researchers
- About new research or ideas about a topic
- Published in journals, often by universities
- Checked by other researchers (this is called *peer review*)

Part of a journal article

Introduction - *why was the research done*

Literature review/Background - *what is already known*

Methods - *how was the project done*

Results/Findings - *what was discovered*

Discussion - *what do the results mean*

Conclusion - *summary and what happens next*

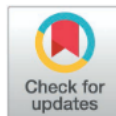
References - *list of literature referenced in the article*

Testing job wellbeing indicators among community behavioral health workers: Community-based participatory research

Sadaaki Fukui^{1*}, Wei Wu², Jennifer Garabrant², Michelle P. Salyers², Nathaniel Dell³, Emily Bass², Jaime Greenfield⁴, Gary Morse⁵

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OPEN ACCESS

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Data availability statement: Because the data come from one organization and is community-based participatory research, to minimize the risk of exposing a specific individual's job wellbeing status, the data-sharing is governed by Indiana University Data Management policies in place to evaluate the potential risks and to ensure the confidentiality of research data. Accordingly, the data may be provided upon

Abstract

Many community behavioral health organizations (CBHOs) continue to struggle with their employees' reduced job wellbeing and job disengagement (i.e., turnover intentions, actual turnover). Understanding employees' job wellbeing priorities in their organizational contexts is essential to address the challenges, especially for workers in diverse work settings such as CBHOs. We used community-based participatory research (CBPR) strategies to develop and test job wellbeing indicators. The current study implemented 11 indicators with 168 people employed at a CBHO through initial and 6-month follow-up surveys. Positive endorsement of job wellbeing indicators differed based on employees' demographic (e.g., race, education, marital status) and job (e.g., exempt status, clinical positions) characteristics. Several indicators declined from the initial to the follow-up surveys (e.g., communication, job fairness, decision-making involvement, expectation alignment, supervisory support, career development opportunities). The change rates also varied by employee characteristics (e.g., work years, race, exempt status, full-time). The current study illustrates the utility of CBPR strategies to implement job wellbeing indicators based on employees' priorities and diverse job wellbeing experiences among employee subpopulations. Further, the developed indicators revealed job wellbeing heterogeneity by employee subpopulations within an organization that is often overlooked. Efforts to understand varying job wellbeing characteristics among diverse employees may eventually help develop organization-tailored interventions to improve job wellbeing and reduce turnover.

Introduction

Excessive turnover has been a significant problem for many community behavioral health organizations (CBHOs), with reported annual turnover rates ranging from 25% to 60% [1–3]. Turnover negatively impacts the organization, individual workers [1,3–6], and the quality of care for clients [3,5,7,8]. High turnover can be indicative of more pervasive turnover intention

Major Articles

Relationships between grit, physical activity, and academic success in university students: Domains of physical activity matter

Bryce T. Daniels , PhD Student, Ashton E. Human , PhD Student, Kaitlin M. Gallagher , PhD  & Erin K. Howie , PhD

Pages 1897-1905 | Received 06 Oct 2020, Accepted 25 Jun 2021, Published online: 09 Jul 2021

 Cite this article

 <https://doi.org/10.1080/07448481.2021.1950163>

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Abstract

ObjectiveTo examine the relationships between contexts of physical activity, grit, and GPA in a college population.

Participants:

875 Undergraduate students from a large, southern university participated between October 2018 and March 2020.

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Emily F
Journal

Reading – Skim reading or skimming

Skimming a text means reading quickly; reading small amounts of text to pick up the main ideas.

You should skim the:

- title
- publishing date
- abstract
- headings and sub-headings
- images and tables

Reading - Scanning

Scanning a text means looking for more specific information like keywords and concepts, to see if the source is worth more of your time.

For example, scanning can help you find out:

- if the research was done in Australia.
- if a certain metal was used in an experiment.
- if a specific research method was used.
- or if the text includes other ideas that your assessment is about.

Reading - Intensive reading

- Reading to understand important ideas
- Keep your assessment question in mind so you know what to focus on
- Take notes while you read

Reading difficult texts

- ✓ Build background knowledge
- ✓ Read aloud or use text-to-speech
- ✓ Read with a friend or in a study group
- ✓ Translate complex sentences or paragraphs
- ✓ Focus on visuals
- ✓ Use annotation tools
- ✓ Create a mind map or flowchart
- ✓ Set a time limit

Critical reading

C.R.A.A.P stands for currency, relevancy, authority, accuracy and purpose.

Currency – when was it written?

Is it recent enough? What was happening when it was written?

Relevancy – is it what you need?

Does the information work for your assessment?

Authority – who wrote it?

Who wrote the information and who published it? Can you confirm their credentials? Where was it published?

Accuracy – is it reliable, is it true and correct?

Are the theories supported by valid data? Can you verify the information in other sources?

Purpose – why was it created?

Is the information meant to inform, teach, persuade, entertain, or sell? Is it fact, opinion, or propaganda?

Reading and Gen-AI tools

Don't upload journal articles (and other texts) into Gen-AI tools to summarise them (Copyright and license issues)

Do experiment with Gen-AI, you can use the prompt below and change it to get started. Remember, **check all the outputs** you receive, and don't copy any of the answers.

Act as a tutor who helps me learn. I am a university student studying [discipline] and am reading a difficult journal article.

- Please help me understand the following concepts [add difficult words from the article, title or abstract].*

OR

- Based on the title of the article [copy title], have a conversation with me about what the journal article might be about, so reading it will be easier for me.*

OR

- Please help me to be critical about a journal article I am reading. Using the CRAAP method, have a conversation with me and help me find my own answers.*

Do not find the journal article and analyse or summarise it for me.

Provide your answers in simple, informal language.

Reading and Gen-AI tools

Remember, you can use Gen-AI as a student at Curtin

- (1) for study-related purposes.
 - (2) for assessments if given written permission by your unit coordinator.
 - (3) if you think critically about its output.
 - (4) if you declare your use.
- Find more information about Gen-AI in our [UniSkills Guide](#).

Related resources

Use Reading and Note-taking guide on UniSkills: <https://uniskills.library.curtin.edu.au/>

Get in touch with Peer Academic Mentors: <https://www.curtin.edu.au/students/study-support/skills/peer-academic-mentoring/>

Get in touch for help: libraryhelp@curtin.edu.au

[Library](#) [UniSkills](#) [Academic writing](#) [Study](#) [Digital](#) [Numeracy](#) [Referencing](#) [Help](#)

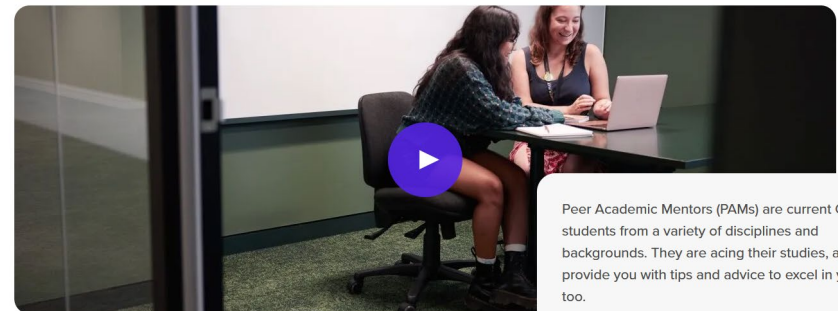
Reading and note taking

[Introduction](#) [Reading strategies](#) [Critical reading](#) [Note taking](#)

Reading and note-taking are crucial activities in the assignment process, enabling you to transform the sources you have found during the research phase into knowledge and understanding that you can then communicate in your own words. This module will focus on reading in support of an assignment question and note-taking as a crucial step in paraphrasing, summarising and incorporating the ideas of others into your assignments.

What you will learn

Peer Academic Mentoring



Peer Academic Mentors (PAMs) are current Curtin students from a variety of disciplines and backgrounds. They are acing their studies, and can provide you with tips and advice to excel in yours too.

 Peer Academic Mentoring has moved! We are now on level 2 of the Library (105.229).

How we can help you:

Reading – recap of content

- Understanding journal articles
- Skim reading, scanning
- Reading difficult texts
- Reading critically
- Using Gen AI for reading
- Getting help



Questions?



Feedback



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