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The Empathetic Librarian: Rural Librarians as a Source of Support for Rural Cyberbullied Young Adults

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THE EMPATHETIC LIBRARIAN:

RURAL LIBRARIANS AS A SOURCE OF SUPPORT FOR

RURAL CYBERBULLIED YOUNG ADULTS

By

ABIGAIL LEIGH PHILLIPS

A Dissertation submitted to the
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Abigail L. Phillips defended this dissertation on Monday, February 8, 2016.

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This dissertation is dedicated to my parents, Steve and Pam Phillips, and my brother, Blake Phillips who have loved, support, and encouraged me since the beginning. I adore you all. This dissertation is also dedicated to Forrest Hyden. Thank you for loving me.

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ABSTRACT

Cyberbullying is a problem many young adults ages 12 to 18 have experienced on a daily basis. Adult support is critical in both the prevention and intervention of cyberbullying. Although parents, teachers, and school administrators have been highlighted as sources of support for cyberbullied young adults, librarians have not been studied as a source of support although school and public librarians engage with teens on a daily basis. Through empathetic services, i.e., activities carried out in everyday in which librarians provide social, emotional, and psychological support, librarians can help young adults who are experiencing and/or witnessing cyberbullying. Empathy in the library has been infrequently researched within LIS. When empathy has been studied, it is often under different labels, such as pastoral care or customer service.

The purpose of this research was to investigate how rural school and public librarians can be a source of support for rural cyberbullied young adults. The study was guided by four research questions in which I explored the types of support rural young adults desired and received from rural librarians as well as the types of support rural librarians perceived they offered and would like to offer.

In this project, I used two qualitative methods: semi-structured interviews and structured video autoethnography. The fourteen participants in this project included three school librarians, four public librarians, and seven young adults. The participants were all residents of rural Southwest Georgia. In this project, I focused on rural young adults and rural librarians within this region. In an attempt to be a more reflexive researcher, I also maintained a personal written autoethnography to reflect on my research process.

In my analysis, I found that while rural young adults often saw rural librarians as sources for information, mentorship, and everyday help, they also saw potential for librarians to engage

in advocacy and empathy while in the library. In many interviews and video entries, the rural librarian participants frequently highlighted their significant role in information provision and instruction for rural young adults. While a few librarians acknowledged that they provided social, emotional, and psychological support for their young patrons, librarian participants typically downplayed the importance of this role in their work. However, librarians revealed a desire to not only improve their role as providers of information and instruction but also to increase the social, emotional, and psychological support they provided in their libraries.

Since this is an exploratory project, I suggested that empathy in the library is a little researched area in LIS and often overlooked by librarians in the field. Additional research is needed in the important role of empathetic services in librarianship. This research fills a gap in the literature about rural librarians as a source of support for rural cyberbullied young adults and introduces the term “empathetic services”. I also proposed that future research is needed into relational communication theory as a framework for empathetic services

CHAPTER ONE

INTRODUCTION AND STATEMENT OF THE PROBLEM

1.1 Overview

As the popularity of social media has grown since its introduction in 2002, instances of cyberbullying among young adults have also increased (boyd, 2007). Cyberbullying is "any behavior performed through electronic or digital media by individuals or groups that repeatedly communicates hostile or aggressive messages intended to inflict harm or discomfort on others" (Tokunaga, 2010, p. 278). While sharing many of the same characteristics as traditional, face-to-face bullying, cyberbullying is distinguished by its online location, perceived anonymity, and flexibility of roles (Bauman, 2010; Bowler, Mattern, & Knobel, 2014).

Along with these differences, the relative newness of cyberbullying, adults' lack of awareness of its severity, and adolescents' reluctance to inform adults about victimization, present challenges when determining how to best support cyberbullied young adults (Li, 2007; Mark & Ratliffe, 2011). Adults, including parents, teachers, clergy, and coaches, have many important roles in the daily lives of adolescents. However, while these adults often perform a supervisory role, librarians do not (Braun, Hartman, Hughes-Hassell, Kumasi, & Yoke, 2014). As stated by one teen during the Young Adult Library Services Association (YALSA) Summit, "Teens need more adults who are not 'in charge' of them" (Braun et al., 2014, p. 10). Librarians have unique relationships with youth that can be described as informal and relaxed. Unlike the parent-child or teacher-child dynamic, librarians have a more-balanced power relationship with teens. Through this relaxed relationship, librarians are able to help cyberbullied or otherwise distressed youth in ways other adults may not. These opportunities have not been thoroughly

examined or discussed within library and information studies (LIS) scholarly and practitioner literature.

1.1.1 Librarians as a Source of Support

The support of adults is critical in both prevention and intervention related to cyberbullying among young adults (Mason, 2008). In the literature, parents, grandparents, educators, school officials, and legislators have been highlighted as potential sources of support and advocates for victims of cyberbullying (boyd & Hargittai, 2013; Mason, 2008; Meredith, 2010). Because of the influence of family on "the development and prevention of antisocial and violent behavior", the focus of research on the parental role in cyberbullying prevention and intervention is understandable (National Science Foundation, 2013, p. 5). Teachers are also a logical focus as sources of support and guidance. Because adolescents spend a considerable amount of time in school, teachers often take a lead role in educating youth about Internet safety, appropriate technology use, and personal online responsibility (eSchool Media, Inc., 2012). However, other adults within a young adult's community, like librarians, also perform supportive roles on a daily basis (Braun et al., 2014). Examples of librarians performing this supportive role include maintaining the library as a safe and welcoming environment for youth development (Brautigam, 2008), serving "as the connection between young adults and other community agencies" (Braun et. al, 2014, p.13), and using bibliotherapy to help patrons "cope with mental, physical, developmental or social problems" (Cesari, 2014, p. 2).

The role of librarians in cyberbullying support has yet to be thoroughly investigated. A community-wide approach, including school and public librarians, is necessary to educate adults and youth about cyberbullying, combat this pervasive problem, and support its victims (U. S. Department of Health and Human Services, 2015). Public and school librarians provide planned

programming, informal instruction, readers' advisory, mentoring, outreach, and other services that are have a secondary function, often without the awareness of the librarians themselves, in preventing cyberbullying and assisting cyberbullied young adults (Brautigam, 2008; Cesari, 2014; Cronin, 2001). One of these "other" services currently offered by librarians possessing the potential to help is empathetic services.

In this study, the term "empathetic services" refers to structured activities carried out one-on-one or in groups and everyday, unstructured interactions in which the role of the librarian is to provide social, emotional, and psychological support. Empathy within the context of the library has been sporadically investigated under labels such as pastoral care, library as a safe space, socio-emotional support, and invisible services (Cesari, 2014; Jones & Delahanty, 2011; Morris, 2013; Shaper & Streatfield, 2012). The role of empathy in librarianship has been examined in the research of several LIS scholars in the United Kingdom but rarely in North America (Birdi, Wilson, & Cocker, 2008; Birdi, Wilson, & Tso, 2009; Wilson & Birdi, 2008). Interpersonal communication is integral to providing empathy in a library setting. Interpersonal communication refers to "the verbal and nonverbal interaction between two interdependent people" (DeVito, 2013, p. 4). Librarians engage in interpersonal communication during everyday exchanges with patrons, such as answering reference questions, conducting programming, and offering technical support.

1.1.2 Young Adults' Perceptions of Cyberbullying and Victim Support

Although there has been a recent push for the inclusion of young adult perspectives of cyberbullying, the majority of research has focused on cyberbullying from an adult understanding (Allen, 2013). Engagement of young adults in cyberbullying research is critical for the development of effective prevention and intervention programs that reflect the actual

needs of adolescents (Bowler, Mattern, & Knobel, 2014). Additionally, the lack of research into young adult perspectives regarding victim support is particularly noticeable (Jacobs, Goossens, Dehue, Völlink, & Lechner, 2015). Recent innovative studies by Bowler et al. (2014), Corby, Campbell, Spears, Slee, and Butler (2014), and Giménez Gualdo, Hunter, Durkin, Arnaiz, and Maquilón (2014) have given voice to adolescents' understanding of cyberbullying and victimization. Yet, there still exists a gap in the literature concerning the types of support young adults themselves perceive as helpful and needed. While this dissertation did not extensively examine the perspectives of young adults regarding cyberbullying as part of the findings, these perspectives naturally arose during interviews with and video responses from teens and provided support for the discussion of empathetic support in Chapter 5.

1.1.3 Rural Communities and Libraries

The U.S. Census Bureau defines rural as "places with fewer than 2,500 people" (U.S. Census, 2014, ¶ 5). For the Bureau, this includes "all population, housing, and territory not included within an urban area" along with rural subcategories such as rural adjacent, rural distant, and frontier (U.S. Census, 2014, ¶ 5). Another definition comes from the Center for the Study of Rural Libraries, which defines rural "as a place with less than 25,000 people and is outside a metropolitan area." (Standerfer, 2006, p. 138). The U.S. Department of Veteran Affairs' Office of Rural Health provides one more definition – rural areas are "any non-urban or non-highly rural area" (U.S. Census, 2014, ¶ 16). Each of these definitions are rather vague, essentially describing what rural communities are not rather than what they are. These definitions do not convey the shared sense of community experienced by rural citizens or how "tightly knit" these communities are (Moeller & Becnel, 2015, p. 5). Additionally, these definitions are not

reflective of the harsh realities rural areas experience, including poverty, “mobility disadvantages”, isolation, and limited access to human services (Stegner, 2007, p. 8).

Rural Southwest Georgia served as the setting for this dissertation. The selection of this region is both personal and pragmatic. I grew up in Southwest Georgia and served as a librarian for a number of years in one of the region’s public library systems. Because of this, I feel a close connection with the rural communities and libraries of this particular area. All of the participants in this research are residents of rural Southwest Georgia. The seven librarians in this dissertation are employed in either a public or school library in Southwest Georgia--three are school librarians, and four are public librarians. The seven young adult participants are either current students or, in two cases, recent high school graduates in Southwest Georgia and served by both rural public and school libraries.

1.2 Problem

Young adults’ use of social media has risen quickly (boyd, 2007). In 2012, 81% of young adults used social media, much higher than 55% in 2006 (Madden et al., 2013). As adolescents’ engagement with social networking sites has grown, they are also providing more information about themselves online. Through profiles, posts, and uploads, young adults are sharing photos, addresses, phone numbers, and school locations (Marwick et al., 2013). As a result of this openness, young adults leave themselves vulnerable to online harassment including cyberbullying. In a 2011 survey, Lenhart, Madden, Smith, Purcell, Zickuhr, and Rainie found that 88% of online young adults had observed mean or cruel behavior on social media. Fifteen percent of those surveyed reported being the focus of such behaviors (Lenhart et al., 2011). Although not every unkind post or message on social media qualifies as cyberbullying, these

behaviors can quickly escalate and have serious repercussions. To cope with these experiences, young adults need the support of adults, families, friends, and communities.

1.3 Importance/Significance of the Research

Typically in cyberbullying cases, young victims are reluctant to seek help from adults. Believing that adults are unable to intervene or that adult intervention may cause the harassment to increase, victims attempt to solve the problem alone or under the guidance of peers (Mason, 2008). While parents, grandparents, and teachers have been examined as sources of support for victims, little research has focused on the supportive role of librarians (D'Auria, 2014; Kwan & Skoric, 2013). Young adults are frequent users of both public and school libraries (Braun et al., 2014). Libraries offer neutral spaces for "adolescents to grow intellectually, emotionally, and socially" (Braun et al., 2014, p. 1). Because librarians lack the control a teacher or principal possesses over a teen's daily life, they serve an important "non-supervisory" role (Braun et al., 2014, p. 10). This relaxed dynamic encourages adolescents to share feelings, concerns, and experiences they may feel reluctant to admit to a parent or teacher. As a result, librarians have the potential to support cyberbullied young adults in conjunction with parents, teachers, and other adults in the community. Through day-to-day interactions with young patrons, librarians offer guidance through programming, reader's advisory, and empathetic services (Jones, 2008; Tukhareli, 2011).

While the concept of empathy within the setting of libraries is nothing novel, the explicit labeling of this service is new (Miller & Wallis, 2011; Wilson & Birdi, 2008). This dissertation introduces empathetic services as a critical service that librarians provide young adults during everyday interactions. Empathetic services structured activities carried out one-on-one or in groups and everyday unstructured interactions in which the role of the librarian is to provide

social, emotional, and psychological support. Empathy in the library is not limited to young patrons. Librarians provide empathetic services to patrons of all ages. However, with young and vulnerable patrons like cyberbullied young adults, an empathetic librarian plays an important role in serving as a source of encouragement, support, and positivity.

Secondly, this study draws attention to the perspectives of rural young adults regarding cyberbullying and victim support. Much of the literature in this area presents the views of researchers and neglects the experiences, voices, and thoughts of those being victimized. These aggressive online behaviors are often invisible to those outside of the insular world of adolescents. In many cases, victims do not report these behaviors, instead believing "they need to learn to deal with it (cyberbullying)" on their own (Juvonen & Gross, 2008, p. 502). Young victims keep cyberbullying experiences concealed from adults, relying on friends and technology to manage these attacks (Corby et. al, 2014). As a result, parents, teachers, and other adults may be unaware a young adult is participating in or is the victim of cyberbullying, or if aware, feel helpless to intervene (Kiriakidis & Kavoura, 2010).

However, research focusing on the perspectives, experiences, and reflections of young adults can help remove the invisibility of cyberbullying and reveal possibilities for supporting victims. For adults to help, they must have a better understanding of cyberbullying from the view of young victims (Bowler et. al, 2014). Using interviews and video autoethnographies of rural young adults and rural librarians, this dissertation will highlight the types of support cyberbullied young adults see themselves needing, the ways in which rural school and public librarians can provide this support, and the key role of empathy in this support by librarians.

1.4 Definition of Terms

The following terms are used frequently in this proposed project. The operational definitions have been drawn from a comprehensive study of the literature.

Cyberbullying – any behavior performed through electronic or digital media by individuals or groups that repeatedly communicates hostile or aggressive messages intended to inflict harm or discomfort on others (Tokunaga, 2010, p. 278).

Social Networking Sites – web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of users with whom they share a connection, and (3) view and traverse their list of connections and those made by others in the system (boyd & Ellison, 2007, p. 211).

Empathy – the ability to identify and understand another person's situation and feelings (Miller & Wallis, 2011, p. 122). Empathy is one competent of the overall support an individual receives including, but not limited to, financial, physical, informational, instructional, and emotional support.

Empathetic Services – structured activities carried out one-on-one or in groups and everyday unstructured interactions in which the role of the librarian is to provide social, emotional, and psychological support.

Social support – Resources, including material aid, socio-emotional support, and informational aid, provided by others to help a person cope with stress. (American Psychological Association, 2016, ¶55)

Interpersonal Communication – the verbal and nonverbal interaction between two interdependent people (DeVito, 2013, p. 4)

Rural - a place with fewer than 25,000 people and outside of a metropolitan area (Standerfer, 2006, p. 138).

Young Adult – a youth between the ages of twelve and eighteen (YALSA, 2008)

Librarian – an individual with an MLIS/MLS degree working in a library in a professional capacity (ALA, 1991)

1.5 Purpose

The purpose of this study is to highlight the important, but often unacknowledged, role empathy plays in the everyday work of rural public and school librarians. Through semi-structured interviews and structured video autoethnographies with adolescents and librarians, the honest and expressive voices of young adults, public librarians, and school librarians can be heard. Without the input and reflections of each population, it is challenging to develop staff training, programming, and services that successfully support and help young patrons, specifically those who are victims of online violence (Bowler et al., 2014).

Librarians are a potential source of support for cyberbullied young adults. Parents, teachers, and school administrators have been promoted as resources for young adults to seek out when experiencing and/or witnessing cyberbullying (boyd & Hargittai, 2013; D'Auria, 2014; Messias, Kindrick, & Castro, 2014). Librarians are often overlooked or relegated to an "other adults" classification. However, librarians provide mental, emotional, and psychological support to patrons during day-to-day duties (Shaper & Streatfield, 2012). Empathetic services are an avenue through which librarians can support cyberbullied young adults.

1.6 Research Questions

This study integrated three perspectives: rural young adults, rural school librarians, and rural public librarians, especially as they pertained to empathetic services provided to cyberbullied young adults. This dissertation addressed the following questions:

RQ1: What types of empathy and support have rural young adults received from rural librarians?

RQ2: What empathy and support do rural young adults want to receive from rural librarians?

RQ3: What types of empathy and support do rural librarians provide rural young adults?

RQ4: What empathy and support do rural librarians want to provide rural young adults?

1.7 Overview of Research Method

This study focused on three populations, young adults, school librarians, and public librarians, in rural Southwest Georgia. Both rural public and school libraries have been particularly hard hit by the recent recession and funding reform (Molnar, 2014; Stegner, 2007). Even before the recession, rural libraries lacked the equivalent funding and human resources of urban and suburban libraries (Barron, 1995). Inexpensive and quality training and professional development is greatly needed in rural libraries (Mehra, Black, & Lee, 2010). In a minor way, this research supplements the insufficient amount of research on rural libraries and rural patrons as well as provides suggestions for improving youth services in rural areas.

I used semi-structured interviews and video autoethnographies to collect the data for this study. First, I interviewed seven librarians in individual semi-structured interviews lasting approximately 60 minutes. Subsequently, I interviewed seven young adults in individual semi-structured interviews lasting approximately 30 minutes. After the interview phase was

completed, I asked both the librarian and young adult participants to record one video autoethnography lasting approximately 5 to 10 minutes during their own time. School and public librarians were contacted through the researcher's existing personal and community social networks; young adult participants were recruited through recommendations from these librarians, regional youth organization leaders, and church youth pastors.

I used Charmaz's (2006) approach to grounded theory as a guide for data collection and analysis. Because of its exploratory nature, this study emphasized Charmaz's elements of code development, theme discovery, and preliminary theory application (Heath & Cowley, 2004). The categories and codes revealed during this study's data analysis have the potential to support the future use of relational communication theory in LIS and cyberbullying research.

Throughout data collection, I maintained a written autoethnography. This journal allowed me to reflect on each interview; the design of the interview questions and video prompts; and captured personal reflections during the process. Notes, comments, and questions were recorded in this journal before, after, and as needed during data collection. The journal supplied me with ideas for possible codes and categories used during subsequent analysis.

At the completion of data collection, I began memoing. As Saldaña (2010) noted, "the purpose of analytic memo writing is to document and reflect on: your coding process and code choices; how the process of inquiry is taking shape; and the emergent patterns, categories and subcategories, themes, and concepts in your data" (p. 33). Memoing is an established practice in qualitative research (Saldaña, 2010). Through the act of memoing, a researcher can stay connected with his/her data and "engage in critical reflexivity" (Charmaz, 2006, p. 163).

1.8 Limitations of the Research

This study was exploratory and used two qualitative methods for data collection and analysis. Quantitative methods were not used in this project. As a result, the findings were not generalizable to the entire young adult or librarian populations. Data collection occurred in four rural counties of Southwest Georgia and involved rural young adults and rural librarians. Because this study focused on rural youth and rural librarians, the experiences, thoughts, and beliefs of urban and suburban teens and librarians are not reflected in the findings. Instead, this dissertation offers directions for further research and recommendations for practitioner application.

This study focused on the complex and controversial topic of cyberbullying, as well as the sensitive subject of emotional and psychological support of cyberbullied victims. At times, some young adult and librarian participants appeared reluctant to share personal stories and reflections with the researcher (DiCicco-Bloom & Crabtree, 2006). Participating young adults may have been concerned that the researcher would share these narratives with parents, teachers, or friends, while librarians may have been concerned about the impact of sharing personal views and/or opinions may have had on their job. Researching sensitive topics can be an emotional experience for both participants and researchers (Dickson-Swift, James, Kippen, & Liamputtong, 2007). Developing and maintaining rapport with the participants is essential to avoid negatively impacting the quality of the data collected and undesirably affecting the mental and emotional health of participants (DiCicco-Bloom & Crabtree, 2006; Dickson-Swift et al., 2008). Through intensive reading regarding appropriately and ethically interviewing minors about sensitive topics and the challenges of sensitive research, I developed a plan for potential emergency situations encountered while interviewing (i.e. dealing with distressed teen participants).

1.9 Overview of Subsequent Chapters

This introduction is the first of five chapters for this dissertation. Chapter 2 provides an overview of the related literature including the information rich world of youth, an introduction to cyberbullying, the evolution of cyberbullying research, the empathetic role of librarians, and related research into cyberbullying intervention and the supportive role of librarians. Chapter 3 restates the study problem, importance, research questions, and purpose. The majority of Chapter 3 is an outline of the study's methodology and impact. Chapter 4 is a presentation of the findings. Finally, Chapter 5 offers a discussion of the findings and conclusions.

CHAPTER TWO

LITERATURE REVIEW

Beginning with a discussion of the information-saturated world of young adults and the role of social media in the every day lives of young adults, this literature review will introduce cyberbullying, the evolution of cyberbullying research, empathy, and the empathetic role of librarians. The review closes with an examination of related research into cyberbullying intervention and the supportive role of librarians.

2.1 The Everyday Lives of Young Adults

Much like adults, young adults live in an information-rich world fueled largely by the Internet (Itō & Antin, 2010). Itō, Horst, Bittanti, boyd, Herr-Stephenson, Lange, Pascoe, and Robinson (2008) first introduced three distinct genres of young adult online participation called "hanging out", "geeking out", and "messing around". In this dissertation, the definition for young adult is the definition specified by ALA's Young Adult Library Services Association: a youth between the ages of twelve and eighteen (YALSA, 2008). Today's young adults are going online to seek information beyond that required for school assignments (Dresang, 1999). They are engaging online "along a continuum of practice that ranges from 'hanging out' and 'messing around' to the more invested 'geeking out,' depending on individual interest in a given media activity" (Harris, 2011, viii). Adolescents spend a significant amount of time connecting with their peers on social media with over 81% of young adults using these sites to communicate with friends (Braun et al., 2014; Itō et al., 2008). Social networking sites have been defined as:

> Web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a

connection, and view and traverse their list of connection and those made by others within the system. (boyd & Ellison, 2007, p. 211)

Although the popularity of various social networking sites such as Friendster, MySpace, and Facebook has risen and fallen, young adults continue to embrace online communities (boyd, 2007).

Not only are young adults consuming information, they are also communicating and creating information. A Pew Research Center survey (Madden, 2012) found that young adults are sharing more information about themselves than ever before. Through social media, young adults are providing real names, photos, addresses, school names, relationship statuses, and personal videos (Madden et al., 2013). Through social media and similar online communities, young adults are creating digital content, or "geeking out" (Itō et al., 2008). Young adults are developing video games, blogs, videos, music, and podcasts with the help of digital tools and online collaborations, and then distributing these creations to an online audience (Ahn et al., 2012). While participating in digital activities, young adults are building digital literacy skills, engaging in social literacy practices, and "using these new cultural places for both play and learning" (Davies, 2012, p. 554). For digital youth, the Internet, and social media in particular, combines school, home, work, and social worlds (Koltay, 2011).

2.1.1 The Developmental Role of Social Media

Social media has many roles in the daily lives of young adults, but three roles have received a considerable amount of research. These roles, identity performance, connection, and literacy as performance, will be highlighted in the following few paragraphs (Leu, Kinzer, Coiro, & Cammack, 2004).

Young adults use Facebook, Twitter, Instagram, and other sites as locations where they can work out, perform, and negotiate online identities (Davies, 2012). Through shared profiles, photos, status updates, comments, conversations, and videos, social media provides a new avenue to engage in "impression management" (boyd, 2009, p. 128). Through this public sharing of personal information, young adults are able to both define themselves and control how others see them. Sharing is a type of performance, both for themselves and online audiences; young adults are participating in what Goffman (1956) referred to as a "presentation of self in everyday life" (p. 1). The fluidity of social media permits young adults to constantly construct and reconstruct this online presentation of self. However, the self that is displayed through social media does not exist in isolation from the offline self. Instead, the online self is a reflection of the offline self (McMillan & Morrison, 2006).

For young adults, offline friendships and relationships are key motivators for joining a social networking site (boyd, 2007). The profiles of friends act a guide for "what types of presentations are socially appropriate" (boyd, 2007, p. 127). The imagined audience shapes how a young adult decides to present himself or herself online (boyd, 2008). Adolescents use social cues drawn from the profiles, posts, and comments of friends to "fit in" both online and offline (Davies, 2007). Related to fitting in, these displayed connections or friendships offer young adults another way to share information (Donath & boyd, 2004). The connections a young adult forms on social media, called "friending" on Facebook or "following" on Instagram, informs viewers about his or her popularity, social status, group identities, and interests (boyd, 2007).

2.1.2 The Literacy Role of Social Media

Although "hanging out" with friends is the main draw of social media, young adults are using these sites to hone digital literacy skills (Braun et al., 2014). For the purposes of social

media, digital literacy can be defined as "the myriad social practices and conceptions of engaging in meaning making mediated by text that are produced, received, distributed, exchanged, etc., via digital codification" (Lankshear & Knobel, 2011, p. 5). Young adults are not only accessing information while in online communities, they are also interpreting, evaluating, publishing, and communicating information (Koltay, 2011). Lankshear and Knobel (2011) argue that social media is "a member of a family of literacy practices" (p. 256) and outside of the classroom, young adults engage in "self-selected literacy practices", or literacy performances, with social networking sites forming "communities of practices" (Yi, 2008, p. 871). Literacy is a social practice, which takes places through the public environment of social media (Gee, 2000). With the help of social media, young adults are creating meaningful content, engaging in discussions, and forming informal spaces for learning (Lankshear & Knobel, 2011).

2.1.3 The Everyday Lives of Rural Young Adults

Although rural areas can pose challenges for accessing reliable and affordable Internet service, rural young adults have become increasingly heavy Internet consumers (Foundation for Rural Service, 2013). In a survey by the Foundation for Rural Service (FRS)(2013), 66% of rural young adult respondents believed that broadband Internet was an "essential" telecommunication service. Like urban and suburban young adults, rural young adults are going online for a variety of purposes. These purposes include homework/research, social media, shopping, streaming television, gaming, online classes, and browsing (FRS, 2013). For rural young adults, participation in social media ranks second only to school homework/research in popular online activities (FRS, 2013).

Much of the literature on young adults' use of social media focuses on the overall population of young adults including urban, suburban, and rural. Little is known about how rural

young adults engage with social media or what differences exist in the social media use of urban, suburban, and rural young adults. Research into rural libraries and Internet connectivity has revealed the important role libraries have in providing rural citizens with high speed and consistent Internet (Alemanne, Mandel, & McClure, 2011). For many rural areas, the public library is the only available access to Internet services, which may be too expensive or non-existent elsewhere (Heuertz, Gordon, Gordon, & Moore, 2003). Unfortunately, rural libraries and rural youth services are both under-researched in LIS literature.

2.1.4 Rural Public Libraries and Rural Young Adults

The U.S. Census Bureau defines rural as “places with fewer than 2,500 people” (U.S. Census, 2014, ¶ 5). For the Bureau, this includes “all population, housing, and territory not included within an urban area” along with rural subcategories such as rural adjacent, rural distant, and frontier (U.S. Census, 2014, ¶ 5). Another definition for rural comes from the Center for the Study of Rural Libraries which defines rural “as a place with less than 25,000 people and is outside a metropolitan area.” (Standerfer, 2006, p. 138). The U.S. Department of Veteran Affairs’ Office of Rural Health provides one more definition -- rural areas are “any non-urban or non-highly rural area” (U.S. Census, 2014, ¶ 16). Each of these definitions is rather vague, essentially describing what rural communities are not – urban – but not what they are.

Like urban and suburban libraries, rural libraries are supportive, nurturing, and welcoming environments for young adults (Jurkowski, 2006). In small rural communities, the public library is one of the only safe places for young adults to hang out after school, on weekends, and during school breaks (Smith, 2003). Rural libraries function as a safe space for young adults, a place where programming, materials, and services are available that encourage healthy online and offline behaviors (Smith, 2003). Although rural communities may appear

safer than urban and suburban communities, rural young adults are not immune to problems like crime, drug use, and violence (Smith, 2003). With the increase in popularity of social media, these destructive activities have moved online.

2.1.5 Rural School Libraries and Rural Young Adults

School libraries in rural communities suffer from many of the same constraints as rural public libraries (Molnar, 2014). Inadequate funding, undereducated staffing, and state and local politics place a limit on what services and materials school libraries can offer young patrons (Molnar, 2014; Rajput & Medley, 2003). This limited access to libraries and library materials has an impact on an adolescent's "academic achievements and development of literacy skills" (Smith, 2014, p. 164).

However, in rural communities where poverty, lack of education, and poor infrastructure are common, school libraries are a critical information and technology resource for young adults (Digital Literacy Task Force, 2013). Along with public libraries, school libraries offer students access to technology and training on digital literacy alongside the classroom (American Association of School Librarians (AASL), 2007). Digital literacy and digital citizenship education in K-12 schools and communities is necessary to prevent and intervene in cyberbullying and other types of online violence (Mason, 2008). In a teacher-librarian role, school librarians possess the necessary training to develop lesson plans targeting digital literacy as well as informal information literacy instruction (AASL, 2007).

The limited amount of existing LIS literature on youth services in rural school and public libraries mainly has a practitioner focus and provides guidance on programming, collection development, advocacy, and marketing (Mellon, 1987; Smith, 2003). While how-to and best practice articles are essential points of reference for librarians, additional research into the ways

rural librarians engage with rural youth and the roles and responsibilities of rural libraries in the lives of rural youth would benefit rural libraries and the youth they serve.

2.2 A Brief Overview of Cyberbullying

The social media rich everyday life of a youth is not without its downsides. Online life leaves many adolescents vulnerable to attacks on their privacy and personal safety. Cyberbullying has been "portrayed as a pervasive intimidation method" that emerged with the arrival of social networking sites in the early 2000s (Juvonen & Gross, 2008, p. 497). Although cyberbullying can occur through a range of formats including video, e-mail, texting, and instant messaging, it is typically associated with social networking sites (Marwick & boyd, 2011).

Extreme cases of cyberbullying in popular media, often involving suicide and/or legal action, have drawn the attention of parents, politicians, school officials, and researchers (Alfonso, 2012; Stanglin & Welch, 2013). However, cyberbullying rarely results in observable tragedies. Instead, the effects of cyberbullying, like those of traditional bullying, are often felt more subtly throughout the life of a victim. Feelings of depression, low self-esteem, anxiety, stress, loneliness, hopelessness, and fear have been associated with involvement and experience with cyberbullying (Giménez Gualdo et al., 2014; Kiriakidis & Kavoura, 2010). Both cyberbullies and victims of cyberbullying are emotionally impacted by aggressive online actions (Kiriakidis & Kavoura, 2010). Cyberbullying is a detrimental experience for all those involved.

2.2.1 Traditional Bullying vs. Cyberbullying

While traditional bullying and cyberbullying share several similarities, there are important distinctions. Traditional bullying involves the following features: "(1) power imbalance between bully and victim, (2) bullying behavior is repeated over time, (3) intention to cause harm, (4) perpetrated by an individual or a group, (5) face-to-face interaction, and (6)

largely confined to the school and school day" (Phillips, 2014, p. 3). Cyberbullying shares the repetition, intention, and perpetration features displayed in traditional bullying, but social media has changed the nature of power imbalance and interaction style of bullying (Ybarra, boyd, Korchmaros, & Oppenheim, 2012). There is no longer a physical power imbalance between the bully and victim; the physical strength of a bully has little significance in a digital environment (Langos, 2012). Instead, a social and/or technological power differential is common (Slonje, Smith, & Frisén, 2013).

Through the anonymous power of social media, anyone can be a cyberbully, victim, or bystander, and these roles are often interchangeable. A young adult can simultaneously be a bully and victim, a role referred to as "bully/target" (Smith, Dempsey, Jackson, Olenchak, & Gaa, 2012). The anonymity of social media encourages a disinhibition effect in cyberbullies (Bowler, Mattern, & Knobel, 2014). This effect refers to the loosing of social inhibitions or restrictions during online interactions (Suler, 2005). Cyberbullies are "physically and emotionally removed from their victims" (Varjas, Talley, Meyers, Parris, & Cutts, 2010, p. 269). Without face-to-face interaction, bullies do not see the impact of their online actions. As a result, young adults may participate in actions online they would never have offline (Varjas et al., 2010).

Because social networking sites can be accessed anywhere, at anytime, and by anyone, victims are unable to escape cyberbullying (Juvonen & Gross, 2008). While a traditional face-to-face bully could be avoided when away from school, the ubiquity of the Internet leaves cyberbullying victims feeling powerless to prevent further cyberbullying (Langos, 2012). Often, victims are reluctant to seek the help of parents or teachers. Young adult participants in a study by Slonje and Smith (2008) reported adults as less aware of cyberbullying than traditional

bullying and unable to help. Adult awareness is critical for combatting cyberbullying, especially awareness by parents (Slonje & Smith, 2008). To support and advocate for cyberbullied young adults, parents, teachers, school officials, and others must be aware cyberbullying is occurring in their communities, recognize the various types of cyberbullying, be knowledgeable about national, regional, and locally available support resources, and actions that should be taken (Slonje & Smith, 2008).

2.2.2 Defining Cyberbullying

Despite the media attention, the term "cyberbullying" is difficult to define (Langos, 2012; Ševčíková, Šmahel, & Otavová, 2012; Tokunaga, 2010). In the literature, cyberbullying has been interchangeably labeled as online harassment, online bullying, cyberspace violence, online aggression, Internet bullying, and electronic bullying (Chisholm, 2006; Moore, Huebner, & Hills, 2011; Vaillancourt et al., 2008; Ybarra & Mitchell, 2004). This mix of labels suggests that cyberbullying is an ambiguous word that researchers have struggled to plainly and neatly articulate despite significant discussion among researchers (Bowler et al., 2014; Langos, 2012; Marwick & boyd, 2011; Tokunaga, 2010; Vaillancourt et al., 2008).

Tokunaga (2010) provided one comprehensive definition for cyberbullying: "Cyberbullying is any behavior performed through electronic or digital media by individuals or groups that repeatedly communicates hostile or aggressive messages intended to inflict harm or discomfort on others." (p. 278). This definition clearly identifies cyberbullying as a distinctive form of aggression occurring in an online environment, similar in some ways but different in others to traditional face-to-face bullying. In his article, Tokunaga urged other researchers to develop a shared conceptual and operational definition to improve the quality of cyberbullying research. In this dissertation, Tokunaga's definition is used when understanding cyberbullying.

2.2.3 Young Adults' and "Drama"

While researchers cannot agree upon a label or definition for cyberbullying, researchers and youth also do not share the same conceptualization of "cyberbullying" (Marwick & boyd, 2011). Marwick and boyd (2011) discussed the divide between the adult label of "cyberbullying" and the young adult label of "drama". Much like cyberbullying, drama is challenging to define. Many of the behaviors labeled as drama by young adults, such as trash talking, arguing, gossip, and pranks, may be seen as bullying by adults. Drama is simply a part of daily life for young adults and not viewed as bullying behavior (Marwick & boyd, 2011).

The label of drama allows youth to "distance themselves" from those practices adults would identify as bullying (Marwick & boyd, 2011, p. 1). As a result, young adults may not respond to researchers' use of terms like "bullying" or "cyberbullying" in surveys, interviews, or focus groups. Marwick and boyd (2011) encouraged researchers to use the terminology of young adults when engaging with youth and investigating the experiences of this age group. By doing so, cyberbullying research will become more reflective of the actual experiences and perceptions of young adults.

In a similar vein, Mishna, Wiener, and Pepler (2008) investigated conflict and bullying within adolescent friendships. Although the researchers focused on face-to-face bullying, they revealed the dynamic, co-constructed, and, at times, combative nature of friendship. "Disagreement and conflict in friendships are inevitable" (Mishna et al., 2008, p. 551). However, while some friends are able to resolve these issues, others are not. These conflicts and aggressions can become bullying. Because this bullying occurs between friends, victims often feel compelled to maintain the friendship despite their suffering. For bullying victims, these friends, despite their physically or relationally aggressive behaviors, serve a critical role as a

buffer from the bullying of other peers. Young victims may not be able to differentiate between bullying and teasing (Mishna et al., 2008). Much like Marwick and boyd's (2011) "drama", bullying within friendships can be seen as "just" joking or teasing by young adults. While these behaviors can be seen as bullying by adults, adolescents find it difficult to identify their "best friends" as bullies (Mishna et al., 2008).

2.2.4 Understanding Cyberbullies

Unlike traditional bullying, cyberbullying adolescents cannot be as clearly identified as the "bully", "victim", or "bystander" (Law, Shapka, Domene, & Gagné, 2012). Young adults are often performing one or more roles while online, for example a young adult may cyberbully a peer while also witnessing cyberbullies attack his or her friends (Vandebosch & Van Cleemput, 2009). Dukes, Stein, and Zane (2009) identified four different types of "bullying groups" which are applicable in cyberbullying: "pure bullies" who bully others but who are not bullied themselves, "pure victims" who are victims of bullying but do not bully peers, "bully-victims" who are both bullies and victims of bullying, and "neutrals" who are neither bullies or victims (p. 673).

While cyberbullying roles are nuanced, young adults who engage in cyberbullying do share several characteristics. Hinduja and Patchin (2013) examined the influence of parents, peers, and teachers on cyberbullying behaviors of youth. Much like in traditional bullying, adolescents with healthy relationships with parents or guardians are less likely to engage in deviant behavior (Hinduja & Patchin, 2013). Similarly, friendly and respectful relationships with educators help protect young adults from participation in bullying, drug use, and law breaking. During adolescent development, friends play a critical role in the "socialization of youth" including behavioral decisions (Hinduja & Patchin, 2013, p. 714). "Hanging around" with a peer

group who participates in drug use, bullying, and other dangerous activities increases the possibility of a young adult also engaging in these activities (Hinduja & Patchin, 2013). Cyberbullies are linked with "moral approval of bullying, feeling disconnected from school, lack of perceived peer support, and under-average school grades" (Vandebosch & Van Cleemput, 2009, p. 1355). Cyberbullying researchers have found similar findings that suggest supportive relationships with peers, educators, and parents are linked with a reduction in youth participation in cyberbullying (Kowalski, Giumetti, Shroeder, & Lattanner, 2014).

The research is mixed on demographic differences of cyberbullies such as gender and age (Vandebosch & Van Cleemput, 2009). Studies have reported conflicting findings regarding the role of gender in cyberbullying. Depending on the study, cyberbullying has been reported as marginally higher in males, having no gender differences, and higher in females than males (Vandebosch & Van Cleemput, 2009). However, Barlett and Coyne (2014) found that age did have a moderating effect on "any sex differences in cyberbullying behavior" (p. 475). Considerably more research is needed to determine the possible influence of gender and age on cyberbullying behaviors in youth, as well the influence of other demographic variables such as family income and ethnicity.

2.2.5 Evolution of Cyberbullying Research

Scholarly research into cyberbullying as a phenomenon among adolescents appeared with the rise of social media in the mid-2000s. Much of this research emerged from the fields of psychology and sociology. In 2004, Ybarra and Mitchell published two articles about online harassment among youth (Ybarra & Mitchell, 2004; Ybarra & Mitchell, 2004b). Both researchers have published prolifically about online harassment, victimization, and online aggression within the field of childhood and adolescent psychology. These two articles illustrate

the early stages of investigations into cyberbullying from a psychological and sociological perspective.

2.2.6 The Beginnings of Cyberbullying Research

Early research into cyberbullying attempted to measure and determine the prevalence of cyberbullying (Biegler & boyd, 2010; Vaillancourt et al., 2008). Within this research, the reported incidence of cyberbullying among youth varies markedly. In a 2005 survey of 1500 tweens and young adults, 135 (9%) reported experiencing online harassment of some type during the previous year (Ybarra, Mitchell, Wolak, & Finkelhor, 2006). In another 2005 survey, researchers reported that 42% of these youth had been bullied online (Chisholm, 2006). These two studies illustrated the difficulty of accurately measuring a phenomenon that lacks an agreed upon definition or label.

In the initial years of cyberbullying research, four areas received considerable attention: differentiating between traditional and online bullying, identifying characteristics of bullies and victims, gender differences in cyberbullying, and understanding the complex roles that make up cyberbullying interactions (Chisholm, 2006; Dooley, Pyżalski, & Cross, 2009; Kiriakidis & Kavoura, 2010; Slonje & Smith, 2008). More recently, largely due to the groundwork of Ybarra, Mitchell, boyd, and others, cyberbullying research has expanded into examinations of the lived experiences of young adults. Within the past five years, researchers have begun using interviews, focus groups, and other qualitative methods to investigate the perceptions, reflections, and experiences of young adults (Bowler et al., 2014; Hopkins, Taylor, Bowen, & Wood, 2013; Mishna et al., 2009; Moore et al., 2011; Ševčíková et al., 2012). Qualitative research provides researchers with a way to investigate the how and why of cyberbullying. As discussed by Marwick and boyd (2011), young adults have their own terminology to express their

understanding of cyberbullying. To improve the quality of cyberbullying research, it is necessary to thoroughly investigate how young adults identify, describe, explain, and react to both the word "cyberbullying" and their experiences of cyberbullying (Bowler et al., 2014). To better understand the ways librarians can help, research into the perceptions and experiences of cyberbullied young adults must be discussed.

2.2.7 Perceptions of Young Adults Regarding Cyberbullying

Cyberbullying researchers have examined the perceptions of young adults from a variety of directions including definitions, understanding of aggression, motivation, and prevention and intervention. Recently, a noticeable shift in cyberbullying research has occurred. Research has shifted from an early emphasis on prevalence rates, characteristics, and roles of cyberbullying to current attention on the perceptions and experiences of young adult victims.

To explore differences between researchers and youth definitions of bullying, Vaillancourt et al. (2008) interviewed 1767 school-aged children and young adults in Ontario. The authors discovered that the three key criteria for bullying typically identified by researchers – intentionality, repetition, and power imbalance – were rarely mentioned by young interviewees. Instead, the definitions of these children and young adults concentrated largely on the aggressive behaviors of bullying. A study by Cuadrado-Gordillo (2011) focused on this contrast between researchers' criteria for bullying and young adults' perceptions of bullying. Through surveys of 2,295 young adults, the authors discovered that respondents stressed "the intention to hurt the victims" in bullying definitions (p. 1900). Two other criteria important to bullying researchers – power imbalance and repetition – received little attention from the young adults surveyed. Although these two studies focused solely on face-to-face bullying, comparable

differences in definitions and understandings of researchers and youth also exist for cyberbullying (Marwick & boyd, 2011; Varjas et al., 2010).

Similar to definitions of bullying and cyberbullying, researchers have explored young adults' understanding of aggression and violence (Hopkins, Taylor, Bowen, & Wood, 2013; Ševčíková et al., 2012; Sticca & Perren, 2012; Vandebosch & Van Cleemput, 2008). Hopkins et al. (2013) conducted focus groups of 11 to 17 year olds to investigate how participants understand and distinguish between words relating to aggression, bullying, and violence. Interestingly, adolescent participants understood bullying and violence as "purposeful actions intended to cause harm", but viewed aggression as an "experience of anger" in which the individual may or may not have control over his or her behavior (Hopkins et al., 2013, p. 689). The amount of control an individual did or did not possess appeared to differentiate bullying and violence from aggression (Hopkins et al., 2013).

A rare study involving cyberbullied victims as participants, Ševčíková et al. (2012) interviewed 16 young adults regarding how they perceived "online aggressive attacks" and when they saw these attacks as harmful (p. 319). The participants identified three cyberbullying "contexts": attacks where the cyberbully is not known, attacks where the cyberbully is known, and attacks occurring both online and offline (p. 323). When bullying spreads from a strictly online environment into the offline world, the perceived severity of the attacks increased. The responses of these young adults attest to the variability of bullying experiences. Cyberbullying and traditional bullying do not occur in isolation. Instead, they can blend into one another. Cyberbullying often crosses over into traditional bullying; likewise, traditional bullying often crosses over into cyberbullying (Waasdorp & Bradshaw, 2015). In many cases, cyberbullies and their victims attend the same school or live in the same neighborhood, providing online bullies

with one more opportunity to continue the harassment but now face-to-face (Messias, Kindrick, & Castro, 2014).

From the viewpoint of researchers, the two main motivations for cyberbullying are the disinhibition effect and anonymity (Mason, 2008). Less is known about what young adults themselves view as motivations for cyberbullying (Varjas et al., 2010). In an exploratory study, Varjas et al. (2010) looked at motivators for cyberbullying from young adults' perspective. Through interviews with 20 high school students, the authors found that students recognized a variety of internal and external motivators for cyberbullying. Internal motivators, including the disinhibition effect and anonymity, were reported more often than external motivators (e.g. lack of consequences or non-confrontational victim). Additionally, students' reported motivators that had not been identified before in the literature, such as protection and "redirect feelings" (p. 272). For Varjas et al. (2010), redirected feelings refers to the desire of the bully "to release negative feelings rather than targeting a victim based on target characteristics" (p. 272). By exploring motivations for cyberbullying from the perspective of youth, researchers are able to understand the experiences of cyberbullying victims and develop possibilities for intervention.

In a 2005 survey, Li investigated differences in cyberbullying experiences of Canadian and Chinese high school-aged adolescents. Cyberbullying is not only a cause for concern in the United States; it is a global problem (Li, 2008). While both groups of students reported experiencing and/or witnessing cyberbullying, an interesting trend emerged regarding adult intervention. Unlike North American students, Chinese students viewed adults as helpful for intervening in cyberbullying; and as a result, students were more likely to report cyberbullying behavior. This contrast in reporting may be a result of cultural differences in relationships between teachers and students (Li, 2008). Several North American studies have highlighted the

reluctance of young adults to report cases of cyberbullying to adults (Mishna et al., 2008; Mishna et al., 2009). Instead of ending bullying, young adults fear the online attacks will escalate as a result of adult intervention (Mishna et al., 2009)

A few studies have included adolescents as research collaborators (Ackers, 2012; Bowler et al., 2014). Providing youth with the opportunity to engage in their own cyberbullying research, Ackers (2012) encouraged student researchers to design and distribute questionnaires about cyberbullying to fellow students. Applying this distinctive style of research to cyberbullying offered the author access to the unique knowledge and perspectives of children and young adults (Ackers, 2012).

Through the construction of "cyberbullying stories" by two focus groups of adolescents and undergraduate students, Bowler et al. (2014) introduced a framework for design suggestions that could protect youth from cyberbullying on social media. After creating cyberbullying narratives, the researchers asked participants to develop recommendations for intervention. Five themes emerged from these user-generated suggestions – design for empathy, design for empowerment, design for fear, design for attention, and design for control and suppression (Bowler et al., 2014, p. 157). Using a more holistic understanding of cyberbullying within the world of young adults, researchers are able to provide parents, teachers, and other adults with targeted and responsive prevention and intervention recommendations.

2.3 The Empathetic Role of Librarians

While the important role of parents, teachers, and school administrators in cyberbullying prevention and intervention has been intensely discussed, librarians have largely been ignored as a potential source of support (Accordino & Accordino, 2011; Mark & Ratliffe, 2011; Mishna et al., 2008; Moore et al., 2011; Tokunaga, 2010; Ybarra & Mitchell, 2004). Yet, librarians have

long provided social, psychological, and emotional support to young patrons (Jones & Delahanty, 2011; Tukhareli, 2011). Different terms and phrases have been used within LIS, psychology, education, and sociology literature to describe this type of support. In LIS practitioner and scholarly literature, there has not been a consistently used term or label. Empathy, invisible care, pastoral care, general "support", affective dimensions, developmental support, and "library as a safe space" are a few of the many terms given to this everyday support (Birdi et al., 2009; Cesari, 2014; Jones & Delahanty, 2011; Miller & Wallis, 2011; Shaper & Streatfield, 2012).

While not explicitly called "empathy", the empathetic role of librarians is highlighted in Areas II and III of "Young Adults Deserve the Best: YALSA's Competencies in Action" (Flowers, 2011). Area II: Knowledge of Client Group identifies "become familiar with the development needs of young adults in order to provide the most appropriate resources and services" as one competency young adult librarians should possess (Flowers, 2011, p. 3). Area III: Communication, Marketing & Outreach recognizes several empathy-related competencies including:

> Be an advocate for young adults and effectively promote the role of the library in serving young adults, demonstrating that the provision of services to this group can help young adults build assets, achieve success, and in turn, create a stronger community. (Flowers, 2011, p. 4)

2.3.1 Empathetic Services

International LIS researchers have explored the role of empathy in public librarianship and libraries (Birdi et al., 2008; Birdi et al., 2009; Miller & Wallis, 2011). In a review of public librarianship, exclusion, and empathy, Birdi et al. (2008) explored professional empathy as one

tool to help combat social exclusion, improve community librarianship, and connect with patrons. Social inclusion has become an important aspect of library service in the United Kingdom as public "policy has shifted towards the social responsibility of (particularly publicly funded) services and facilities." (p. 578). Empathy, defined as "the ability to see another person's world through their eyes", plays a critical role in the delivery of "socially inclusive services" (p. 585). Birdi et al. acknowledged the newness of this concept in librarianship and the need for further research of the practical application of empathy to library work.

Subsequent articles by Birdi et al. (2009) and Miller and Wallis (2011) delved deeper into empathy in librarianship and possibilities for training library staff on empathy. The findings of two studies by Birdi et al. (2009) suggested that although training staff about empathy is difficult to accomplish due to "personality, belief systems and other individual characteristics", the development of empathic skills among staff can be fostered through the sharing of appropriate knowledge and information (p. 88). Miller and Wallis (2011) used relational agency theory as a framework for evaluating "empathetic social interaction" between librarians and patrons (p. 122). The authors asserted that empathy is an important characteristic of information professionals and provided examples for when empathy is necessary including collaboration with other staff and patrons, providing quality customer services, developing trust, and during "information counseling or coaching" (p. 129). Although empathy is an unfamiliar concept within LIS, it supports much of the work librarians do on a daily basis.

2.3.2 The Empathetic Researcher

The concept of researcher as reflexive has a rich history outside of LIS. In some cases, researchers have participated as part of the data collection process through qualitative methods such as participant observation and autoethnography (Ellis, Adams, & Bochner, 2011; Kawulich,

2005). Anthropology and sociology are two fields in which participant observation, ethnography, and autoethnography have become standard data collection methods (Reed-Danahay, 2009; Walford, 2009). As demonstrated in women's studies, feminist researchers have incorporated reflexivity, autoethnography, power, and positionality into their research (Ali, 2015; England, 2008; Grant, 2014)

2.3.3 Pastoral Care

Pastoral care is a concept with roots in agricultural and clerical scholarship, but it has been applied to the educational setting since the 1970s (Best, 1999a). In 19th century, British scholars and educators began to recognize the role that teachers had in the "general and moral welfare" of students (Best, 1999b, p. 55). By the late 1970s, pastoral care had become deeply entrenched in the British educational system. Marland's 1974 publication of *Pastoral Care*, widely regarded as a pivotal work on pastoral care in education, demonstrated the importance of this concept within school systems (Best, 1999a). Recently, pastoral care has been connected with the work of school librarians (Shaper & Streatfield, 2012). Pastoral care encompasses several empathetic dimensions including "general support and positive relationships", "contributing to social inclusion, self-esteem and appropriate behavior", and "providing emotional support through professional engagement with individuals" (Shaper & Streatfield, 2012, p. 67-68).

An unexpected finding from a survey of school librarians in the U.K., Shaper and Streatfield (2012) uncovered the heavy importance school librarians place on the pastoral role they provide students. Parents, teachers, school administrators, and the community often overlook this "one-on-one pastoral engagement" between librarians and their young patrons

(Shaper & Streatfield, 2012, p. 68). In cyberbullying support, pastoral care can take the form of bibliotherapy, outside referrals, programming, workshops, and mentorship.

2.3.4 Library as a Safe Space

The library as a safe and supportive space for youth has been discussed regularly in practitioner publications like *Library Journal* and *School Library Monthly* (Cronin, 2001; Jones, 2008; Morris, 2013; Tukhareli, 2011). These discussions typically provide practicing librarians with suggestions for designing welcoming library spaces, lists of professional resources for supporting adolescents, and anecdotes of librarians' interactions with vulnerable young patrons. Books are highlighted as one tool librarians can use to reach out to children and young adults. The professional term within LIS for this service is bibliotherapy. Bibliotherapy is "the systematic use of books to help people cope with mental, physical, emotional, or social problems" (Tukhareli, 2011, p. 2). Reading as a form of therapy is well-established in health care, psychology, education, and LIS literature (Bratton, 1957; Forrest, 1998; Schlenther, 1999). While librarians are not trained therapists or social workers, they are trained in reader's advisory, reference, and collection development, which support the delivery of bibliotherapy (Morris, 2013).

Along with providing access to information, librarians encourage "positive peer relationships", "problem-solving skills", "social skills", and stress management (Jurkowski, 2006, p. 81). All of which take place in the "safe haven" of the library (Cronin, 2001, p. 70). Libraries and librarians offer patrons a welcoming, non-judgmental, and supportive environment for leisure, school, and work activities (Jurkowski, 2006). For some young adults, libraries function as safe spaces; refuges from difficulties at school, work, or home (Jurkowski, 2006). The physical library is a natural space for sharing, exploration, interaction, and reflection by

young patrons (Jurkowski, 2006). Some youth may not have the opportunity to freely take part in these activities while at home or school. Librarians serve as non-threatening role models without the supervisory persona of teachers, parents, religious leaders, or school administrators (Braun et al., 2014). Without this obvious imposing presence, cyberbullied, stressed, or otherwise troubled young adults may feel more comfortable expressing fears, frustrations, doubts, and uncertainties to librarians.

2.4 Cyberbullying Prevention and Intervention in the Library

Braun et al. (2014) described public and school libraries as "connected learning centers" where the "personal, work-related, and academic" learning of young adults are supported (p. 10). In addition to the more traditional library services of readers' advisory, reference, and collection development, librarians have the opportunity to take more of a leadership role in teaching digital literacy skills that can prevent cyberbullying. These skills include analyzing personal online choices, online message interpretation, online content creation, understanding media issues, and taking action (Braun et al., 2014). Regular after-school workshops, discussions, and programming about online safety, online privacy, online interactions, and empathy are recommended (Agosto et al., 2012). There are currently libraries that are incorporating digital literacy into the programming and activities they already offer. For example, the New York Library Association has partnered with the New York Office of Cyber Security to produce New York Libraries: Leading the Way to Digital Literacy. Through "train-the-trainer" workshops, library staff learns how to train the public about digital literacy in a more standardized and uniform way (DLNY, 2015, ¶ 7).

Teen Tech Week (TTW) is an annual national initiative supported by YALSA. The purpose of this week is to "ensure that teens are competent and ethical users of digital media"

(YALSA, 2015, ¶ 3). By connecting mindfully with young patrons through programming, events like TTW, and one-on-one informal training, librarians serve as mentors, partners, and allies rather than "authoritative" adults (Braun et al., 2014, p. 20). Through relationships formed during library activities, programming, and relaxed interactions, librarians' further support young adults by connecting them, as needed, to local community organizations (e.g. crisis centers, suicide hotlines, or teen pregnancy support centers) (Braun et al., 2014).

2.4.1 21st Century Skills

While a significant amount of cyberbullying research emphasizes intervention, it is "more effective and much more beneficial" to focus on eliminating cyberbullying before it occurs (Agosto et al., 2012, p. 41). For prevention of cyberbullying, education on digital literacy, digital citizenship, and healthy online relationships is key (Agosto et al., 2012). In many cases, librarians already support this type of education by regularly serving as information literacy instructors. Librarians have a critical role in educating the public, in particular tweens and young adults, about the responsible use of digital technologies (Braun et al., 2014). Serving as "knowledge navigators" and "technological gatekeepers", librarians assist young patrons in understanding online information overload, honing technology skills, and recognizing the complex messages shared through an online environment (Melchionda, 2007, p. 133).

The Partnership for 21st Century Skills (2014) developed a framework that "presents a holistic view of 21st century teaching and learning" (¶ 1). One focus of this framework is on the information, media, and technology skills students should possess in order to participate fully in the digital world around them. Along with academic knowledge, skills such as problem solving, collaboration, creativity, and critical thinking are necessary to successfully participate in today's online world (Partnership for 21st Century Skills, 2014). For social media in particular,

supporting the development of these skills in the library or classroom can have an impact on the ways in which youth engage online.

This slight shift in focus within education from teaching strictly academic-related skills towards teaching all encompassing life and career skills reflects a similar shift in library services as noted by Braun et al. (2014). Although the 21st Century Skills are geared towards classroom instruction, the Institute of Museum and Library Services (IMLS) (2009) modified and applied these skills to better reflect the services that libraries and museums offer adolescents. For preventing and intervening in cyberbullying, librarians are already developing programming, informal activities, and one-on-one training that address the information and media literacies supported by this framework.

2.4.2 The Whole Child

In 2007, the Association for Supervision and Curriculum Development (ASCD) began the Whole Child Initiative as “an effort to change the conversation about education from a focus on narrowly defined academic achievement to one that promotes the long term development and success of children.” (ASCD, 2014, ¶ 4). This initiative focuses on five tenets -- healthy, safe, engaged, supported, challenged – that should be supported within the community and schools (ASCD, 2014). Educating the whole child involves educating students about “effective listening, conflict resolution, problem solving, personal reflection and responsibility, and ethical decision-making.” (ASCD, 2013, ¶ 7). Feeling safe, both physically and emotionally, is critical for successful learning, engagement, and relationship development. Cyberbullying and face-to-face bullying can make previously safe and supportive environments, like home and school, terrifying for victims.

Applied in the Whole Child approach, socio-emotional learning is a process that "focuses on development of social-emotional competencies" (Yoder, 2013, p. 2). Not only are socio-emotional competencies essential for future success, but these competencies also encourage youth to seek help when needed, manage difficult situations, and understand emotions (Yoder, 2013). Young adults who are well-developed in these socio-emotional competencies are better able to understand and manage their own emotions, identify social cues, and predict the feelings and emotions of others; the development of such skills are valuable when combating cyberbullying (Yoder, 2013).

2.6 Summary

Today's young adults have been raised in a digital world in which instant communication and continuous connection is commonplace (Itō et al., 2008). Social media provides adolescents with a space to reinforce offline friendships, meet new friends, and construct identities (boyd, 2008). Along with friendships, young adults are going online to create, share, and evaluate information. These digital activities combine work and play, school and home; encouraging learning to occur outside of the structure of the traditional classroom. Social media can be a place for positive mental and social development of youth (boyd, 2008)

Research into young adults' use of social media rarely makes distinctions between the online activities of urban, suburban, and rural young adults (Ahn, 2011; boyd & Heer, 2006; Subrahmanyam et al., 2008). However, like urban and suburban youth, rural adolescents are active Internet users and increasingly engaged on social media (FRS, 2013). Because Internet connectivity can be difficult to access in rural and remote areas, rural youth often rely on school and public libraries to go online (Braun et al., 2014). In rural libraries, young adults find not only

access to reliable Internet, but also a safe and nurturing environment for learning, relaxing, and socializing (Smith, 2003).

As rural youth become more connected, risk for exposure to cyberbullying and other online violence grows (Madden, 2012). Cyberbullying is a form of online aggression carried out between peers, similar in some ways to traditional face-to-face bullying, but different in others (Agosto et al., 2012). Unlike face-to-face bullying, cyberbullying can occur anywhere and at anytime, leaving young adults feeling depressed, anxious, and fearful (Kiriakidis & Kavoura, 2010). These experiences have a negative and long-lasting impact on the health and happiness of a young adult (Giménez Gualdo et al., 2014; Messias et al., 2014).

In prior research, educators, parents, and school officials have each been discussed as sources of help and guidance for cyberbullied young adults (boyd & Hargittai, 2013; D'Auria, 2014; NSF, 2012). However, librarians as a source of support for victims have yet to be thoroughly examined. For many youth, the library is a safe and welcoming space from sometimes-difficult home and/or school lives (Jones & Delahanty, 2011; Shaper & Streatfield, 2012; Tukhareli, 2011). This study will illustrate how rural librarians use empathy to support all rural young adults, and how this type of support is particularly important for cyberbullied rural young adults.

In this study, I analyzed the perceptions of both rural young adults and rural school and public librarians regarding support for rural cyberbullied young adults. This study presented and examined empathetic services as one avenue for librarians to help young victims of cyberbullying. In the following chapter (Chapter 3), the methods used to conduct these investigations will be addressed.

CHAPTER THREE

METHOD

This chapter will review the study's problem, importance, research questions, purpose, methodology, and impact. The main intention of this chapter is provide an overview of the study's data collection and analysis process.

3.1 Restatement of Problem

Young adults' use of social media has grown quickly. In 2006, 55% of young adults used social media; in 2012, 81% reported being social media users. (Madden et al., 2013). As adolescents have become more engaged with social networking sites, they are sharing more information about themselves online. Through profiles, posts, and uploads, young adults are offering photos, addresses, phone numbers, and locations (Madden et al., 2013). As a result of this openness, young adults leave themselves vulnerable to online harassment including cyberbullying. In a 2011 survey of online young adults, Lenhart et al. found that 88% had observed mean or cruel behavior on social media. Fifteen percent of those surveyed reported being the target of such attacks (Lenhart et al., 2011). Although not every unkind post or message on social media constitutes cyberbullying, these behaviors can quickly escalate and have serious repercussions. To help cope with these experiences, young adults need the support of adults, friends, and communities.

3.2 Restatement of Importance/Significance of Problem

Typically in cyberbullying cases, young victims are reluctant to seek help from adults (Sticca & Perren, 2012). Believing adults are unable to intervene, that intervention will cause the harassment to worsen, or that intervention will cause online privileges to be taken away, victims often attempt to solve the problem themselves or with the help of friends (Juvonen & Gross,

2008; Mason, 2008). While parents, grandparents, and teachers have been examined as sources of support for victims, little research has focused on the supportive role of librarians. Young adults are frequent users of both public and school libraries, which are safe and neutral spaces for "adolescents to grow intellectually, emotionally, and socially" (Braun et al., 2014, p. 1). Librarians have a more relaxed and informal relationship with teens when compared with the relationships between teens and teachers, principals, or parents. Because of this, librarians serve an important "non-supervisory" role in the lives of youth (Braun et al., 2014, p. 10). This role encourages adolescents to share feelings, concerns, and experiences with librarians that they may be reluctant to admit to a parent or teacher. As a result, librarians can, and often already do without being aware, help cyberbullied young adults in conjunction with parents, teachers, and other community members. Librarians, through day-to-day interactions with young patrons, offer guidance through programming, readers' advisory, informal instruction, and empathetic services (Jones, 2008; Tukhareli, 2011).

3.3 Restatement of Research Questions

This study integrates three perspectives: rural young adults, rural school librarians, and rural public librarians, especially as they pertain to empathetic services provided to cyberbullied young adults. This study addressed the following questions:

RQ1: What types of empathy and support have rural young adults received from rural librarians?

RQ2: What empathy and support do rural young adults want to receive from rural librarians?

RQ3: What empathy and support do rural librarians provide rural young adults?

RQ4: What empathy and support do rural librarians want to provide rural young adults?

3.4 Restatement of Purpose

The purpose of this study is to highlight the important, but often unacknowledged, role empathy plays in the everyday work of rural public and school librarians. Through semi-structured interviews and structured video autoethnographies with rural adolescents and rural school and public librarians, the honest and expressive voices of these young adults, public librarians, and school librarians can be heard. Without the input and reflections of each population, it is challenging to develop staff training, programming, and services that successfully support and help young patrons, specifically those who are victims of online violence (Bowler et al., 2014).

Librarians will be highlighted as a potential source of support for cyberbullied young adults. Parents, teachers, and school administrators have been promoted as resources for young adults to seek out when experiencing and/or witnessing cyberbullying (boyd & Hargittai, 2013; D'Auria, 2014; Messias, Kindrick, & Castro, 2014). Librarians are often overlooked or relegated to "other adults" classification. However, librarians provide mental, emotional, and psychological support to patrons during day-to-day duties (Shaper & Streatfield, 2012). "Empathetic services" is one avenue through which librarians can support cyberbullied young adults.

3.5 Methodology

3.5.1 Research Design Overview

This study combined two qualitative methods – structured autoethnography and semi-structured interviews. Qualitative research explores the "whys and hows of human behavior, opinion, and experience," two questions that are specifically asked in this dissertation (Guest et al., 2013, p. 1). The use of qualitative methods in research allows investigation of problems that

would be difficult to achieve through more quantitative and highly controlled methods (Guest et al., 2013). Used in combination, structured autoethnography and semi-structured interviews contributed to a deeper understanding of empathetic services and cyberbullying from the perspectives of young adults and the librarians who serve them. A diagram of the study's data collection and analysis procedures can be found below:

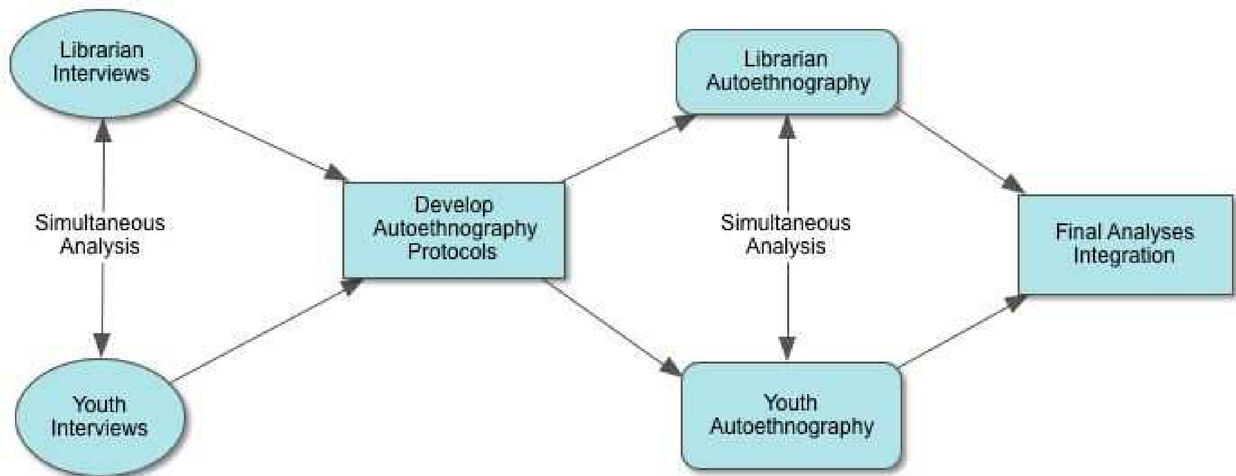

Figure 3.1: Data Collection and Analysis

3.5.2 Semi-Structured Interviewing

The interview method is one of the most frequently used methods for data collection (Doody & Noonan, 2013). Semi-structured interviews permit researchers to collect rich and complex data, "understand people's lives as they are lived" (Doody & Noonan, 2013, p. 28). Through the interview process, the inner lives of interviewees can be discovered (Mason & Ide, 2014). While interviewing, researchers explore questions or problems that may be difficult to investigate through more quantitative data collection methods. For exploratory research, like this study, interviews are valuable as they allow a researcher to improve knowledge of a new or little

understood area. For interviewees, the interview method provides an opportunity to share experiences, thoughts, concerns, and stories with another human being (Mason & Ide, 2014). In this study, semi-structured interviews were conducted with seven rural adolescents and seven rural school and public librarians before the participants recorded the structured autoethnographies.

3.5.3 Structured Autoethnography

Ethnography can be a misunderstood term among researchers (Walford, 2009). Ethnography has been characterized by some as encompassing all qualitative research, and described by others as strictly a tool for anthropologists (Walford, 2009). Despite terminological confusion, ethnography allows researchers "the best opportunity to examine various phenomena as perceived by participants" (Shaffir, 1999, p. 676). Structured autoethnography falls under the umbrella of ethnographic research, but it is distinct from the more classical approaches such as participant and unobtrusive observation (Schensul & LeCompte, 2013). This method allows for collection of an individual's (whether a researcher or participant) personal narratives and reflections through written, audio, and/or visual recordings (Coffey & Atkinson, 1996). Structured autoethnography can be compared to semi-structured interviewing (Hampshire, Iqbal, Blell, & Simpson, 2014). Structured and semi-structured interviews "utilize a protocol that contains planned questions in order to avoid digression from your data collection plan" (Chang, 2008, p. 104). In this study, structured autoethnography took the form of video entries recorded by seven rural young adult and seven rural librarian participants. Participants were given pre-written prompts to help guide the video responses they recorded.

In this study, I took part in reflective research by maintaining a written journal throughout data collection and analysis. This journal allowed me to reflect on the design of the

interview questions and video prompts; each interview experience; and capture personal reflections during the data collection process. Notes, comments, and questions were recorded in this journal before, after, and as needed. The journal supplied me with ideas for possible codes and categories used during subsequent analysis. In part, I structured this journal to flow along with each interview and video autoethnography, serving as a place where I documented my reflections, concerns, struggles, failures, and success while collecting data for this study.

3.5.4 Target Population and Sample

I collected data within four counties of rural Southwest Georgia. I selected this region for several reasons. First, I grew up in Lee County, Georgia, one of the 14 counties within Southwest Georgia. Prior to entering the doctoral program in the School of Information at Florida State University, I worked as a librarian in one of the public library systems within this region. Due to my previous librarian work in this area, I am familiar with the local librarian community and school and library systems. But, truthfully, I chose this region because I love Southwest Georgia and its people. I am a passionate advocate for small and rural libraries, who recognizes the importance of these libraries in their communities and the need for significant research about rural libraries, rural youth, and rural communities.

One single-county school district and three public library systems in three separate counties of Southwest Georgia served as sites for recruiting teens and librarians. A total of 14 participants took part in this research: seven young adults (four female, three male) and seven librarians (three school, four public). Figure 3.2 provides the pseudonym, gender, age, and library or non-library user status for each young adult participant. Figure 3.3 provides the pseudonym, gender, librarian status, and age for each librarian participant.

Sarah	Female, Eighth Grade, 14, library user
Joshua	Male, Tenth Grade, 15, non-library user
Mary	Female, Graduated Senior, 17, library user
David	Male, Graduated Senior, 17, library user
Claire	Female, Eighth Grade, 14, non-library user
Emma	Female, Ninth Grade, 15, non-library user
Calvin	Male, Ninth Grade, 14, non-library user

Figure 3.2 Young Adult Participants

Margaret	Female, High School Librarian, 48
Elizabeth	Female, High School Librarian, 43
Kevin	Male, Public Librarian, 25
Molly	Female, Public Librarian, 36
Lisa	Female, Public Librarian, 40
Jessica	Female, Middle School Librarian, 51
Ashley	Female, Public Librarian, 37

Figure 3.3 Librarian Participants

Because this study is exploratory and not intended to be generalizable, a random sample was not required. Instead, I used existing contacts in my social network and relied upon snowball sampling to recruit participants who met the study's required criteria (Oliver, 2006). Youth participants were not recruited on school grounds. In fact, the majority of this study's data collection occurred during summer break. Youth participants were recruited via study flyers in local public libraries, coffee shops, youth church groups, and through recommendations from

participating librarians. The criteria for this study were broad. Young adult participants needed to be between the ages of 12 and 18 and live in Southwest Georgia. Librarian participants needed to posses a MLIS/MLIS degree and work in a school or public library in Southwest Georgia.

Southwest Georgia is comprised of 14 counties with an economy driven largely by agriculture, manufacturing, and construction (University System of Georgia (USG), 2013). According to the 2013 U.S. Census Community Survey, the area has a population of approximately 356,405, and a racial make up of 52.4% Caucasians, 43.1% African Americans, and 4.9% Hispanics. The four counties are similar in percentage of youth residents. In County One, 23.6% of the population is under 18 years old (U.S. Census Bureau, 2015a), and 26.9% of County Two's population is under 18 (U.S. Census Bureau, 2015b). In County Three, 25.4 % of the population is under 18 years old (U.S. Census Bureau, 2015c), and 24.7% of County Four's population is under 18 (U.S. Census Bureau, 2015d). Overall, 24.9% of Georgia's population is under 18 (U.S. Census Bureau, 2015a). In many ways, Southwest Georgian youth live in an impoverished and struggling environment. Historically, Southwest Georgia has struggled with persistent poverty and this trend continues into the 21st century (University of Georgia (UGA), 2003). Poverty has had an impact on the quality of life for Southwest Georgian youth including "disproportionately high rates of juvenile arrests, high school dropouts, infant mortality, and teen pregnancy" (UGA, 2003, p. 6).

3.5.5 Data Collection Procedures

For practical reasons, I began data collection with the seven rural librarian participants. I needed to interview the rural school librarians before the school year finished. Additionally, I needed to interview the rural public librarians before summer reading programs began. First, these participants attended a brief orientation session via e-mail. Busy with the nearing end of the

school year, the librarian participants preferred an e-mail orientation session. Over the course of these e-mails, I provided details about the research process including what to expect, benefits from participating, any consequences of participation, and scheduled the interviews. Prior to scheduling the librarian interviews, I developed an interview script. This script can be found in Appendix A.

After the script was finalized and interviews scheduled, interviews with the seven librarians began. These interviews were slightly longer than those with the rural teen participants. The librarian interviews averaged about 50 minutes in length, with water, snacks, and/or restroom breaks available if needed. Each interview was conducted in a private room in the participant's library. Only the interviewee and myself were present during these interviews. The prepared questions for the librarians served as a guide and provided structure for the conversation. However, questions, at times, were omitted, adjusted, or added depending on the responses of each participant. At the end of each interview, I thanked the participant and shared my contact information for any questions or concerns that may arise later.

At the close of each librarian interview, I discussed the structured autoethnographies, including what would be expected of each participant (record one video entry), how long the video entry should be (approximately 10 minutes), how to upload the entry to the secure website selected for the project, and a tutorial on the basics of video-recording (if requested). Librarian participants received a $25 gift card upon completion of the semi-structured interviews and structured autoethnographies. Each gift card was included along with a personalized thank you note mailed to each participant.

For the structured autoethnographies, I provided the librarian participants with prompts composed of brief instructions and five questions. These prompts served as a guide and include

hypothetical scenarios ("What if?"), allowing participants to reflect on their own experiences with support for rural young adults, librarianship, and cyberbullying. The librarian prompt can be found in Appendix B.

Each participant recorded a video entry on a personal electronic device (a camera phone, a camera attached to a computer/laptop/iPad, etc.). After the participant recorded this entry, he/she uploaded the file to the chosen secure website. In this study, I selected FSU Dropbox Service because of security, ease of use, and reliability. The content of this Dropbox Service was accessible only by me. As each of the seven of the librarian participants submitted their entries, I began analysis. Once all seven librarians submitted their videos, I had collected approximately 64 minutes of content for emergent themes.

I continued data collection with the seven rural young adult participants. First, these participants attended a brief orientation session via e-mail. Since the teens preferred the online option instead of offered phone or face-to-face meetings, an e-mail orientation was used. Over the course of these e-mails, I provided details about the research process including what to expect, benefits from participating, any consequences of participation, and then scheduled the interviews. Prior to scheduling the teen interviews, I developed an interview script. This script can be found in Appendix C.

Once the interview script was developed and interviews scheduled, I started interviewing the seven rural young adult participants. Five of the teen interviews took place face-to-face in a private room of a participating public library. One teen interview took place face-to-face in private room of a school library. The final teen interview took place online over FaceTime. Only the adolescent interviewee and myself were present during each interview. Before the start of each interview, I discussed the process with the interviewee, including the ability to end the

interview at any time. I also briefly described how the recorded interview would be used and encouraged the participant to ask questions. Each young adult interview lasted approximately 30 minutes with water, snacks, and/or restroom breaks available if necessary. The prepared questions provided structure for the interview process, but the participants controlled the direction of the conversation. Questions were omitted, changed, and added to the script depending on the responses of the teen participants. At the end of each interview, I thanked the participant and provided contact information in case of any follow-up questions.

At the close of each rural young adult interview, I explained the structured autoethnographies, including what would be expected of each participant (record one video entry), how long the video entry should be (approximately 10 minutes), how to upload the entry to the secure website selected for the project, and a tutorial on the basics of video-recording (if requested). Young adult participants received a $25 gift card upon completion of the semi-structured interviews and structured autoethnographies. Each gift card was included along with a personalized thank you note mailed to each participant.

For the structured autoethnographies, I provided the rural teen participants with prompts composed of brief instructions and four questions. These prompts served as a guide and include hypothetical scenarios ("What if?"), allowing participants to reflect on their own experiences with social media, friendship, cyberbullying, and adult support. The teen prompt can be found in Appendix D.

Once the teen interviews were completed and all participant videos were collected, the data collection process for the study officially ended. During data collection, transcription and data analysis had been ongoing.

3.5.6 Data Analysis Procedures

For the purposes of this study, I selected Charmaz's approach to grounded theory as the most appropriate data analysis tool. Developed by Glaser and Strauss in 1967, grounded theory refers to "the discovery of theory from data – systematically obtained and analyzed in social research" (Charmaz, 2000, p. 1). Grounded theory can be incorporated into both qualitative and quantitative research, and function as both a research method and an approach to theory construction (Scott, 2009). Different variations of grounded theory currently exist including Charmaz's (2000). This study applied Charmaz's approach to grounded theory. One appeal to her approach are these encouraging words from Charmaz (2006), "Grounded theory methods foster seeing your data in fresh ways and exploring your ideas through early analytic writing." (p. 2). Charmaz's work is reflective of the need in exploratory research for "systematic, yet flexible guidelines for collection and analyzing qualitative data"(2006, p. 2). Because this study is exploratory, the emergence of categories and themes from the data itself was needed to help develop a clearer understanding of the research questions. Although grounded theory is commonly used for theory construction, this study used grounded theory to assist in discovering key categories that will eventually be used to help refine relational communication theory for future application in LIS research (Dey, 1999).

I consistently engaged in memoing during each phase of the analysis (Charmaz, 2006). Memoing is an integral component of grounded theory during which a researcher keeps notes on data collection, coding, relationships between codes, theory development, and the overall research process (Scott, 2009). Additionally, memoing assisted in the eventual creation of this study's codebook.

When using grounded theory, data is analyzed as it is collected (Scott, 2009). Each of the four sections of data (interviews with rural librarians, video entries with rural librarians, interviews with rural young adults, video entries with rural young adults) underwent collection and analysis simultaneously. I became familiar with the data by carefully transcribing each interview and video entry, and through multiple listening's of interview audio recordings and multiple viewing's of participant videos. After transcription, I began with initial coding. Initial coding involves open coding, a process in which the data is carefully scrutinized for emerging categories or themes (Charmaz, 2006). Through the mechanical process of transcription and open coding, the researcher will discover potential categories, links, and meanings (Braun & Clarke, 2006.) Along with the words said by the participants, I kept records of any non-verbal expressions made during the interviews and videos (e.g., shrugs, eye rolls, pauses, sighs). Data was visited and revisited multiple times until codes and themes become formalized (Scott, 2009). Through "constant comparative methods", data was closely reviewed and compared against one another for similarities and differences (Charmaz, 2006, p. 54). This process occurs throughout the data collection and analysis periods (Dey, 1999)

One of grounded theory's strengths is its flexibility, a strength that is particularly useful in exploratory research like this study (Charmaz, 2006). Grounded theory can be used alongside other qualitative methods including thematic analysis. The flexibility of grounded theory allows researchers to interpret and reinterpret themes until a clearer understanding of the data is achieved (Charmaz, 2006). The researcher applied an inductive approach when analyzing the data (Cho & Lee, 2014). Themes emerged from the data based on what the researcher is investigating and the researcher's understanding of the area being investigated (Srivastava &

Hopwood, 2009). Through this “deeply reflective process,” new insights, connections, and understandings can be attained (Srivastava & Hopwood, 2009, p.77).

3.5.7 Reliability and Validity

For qualitative researchers, the terms “reliability” and “validity” have different meanings than the reliability and validity applied in quantitative research (Golafshani, 2003). In quantitative research, credibility “depends on instrument construction”, but in qualitative research, “the researcher is the instrument” (Golafshani, 2003, p. 600). The use of narrative inquiry in the form of structured autoethnographies and similar qualitative methods requires reimagining of reliability and validity (Webster & Mertova, 2007). Within the qualitative paradigm, the researcher is fully involved and engrossed in a research project (Webster & Mertova, 2007). As a researcher begins to explore the lived experiences of a population or culture while also reflecting on his or her experiences, remaining objective, the goal in quantitative research, becomes difficult (Golafshani, 2003). Reliability and validity are not seen as two separate concepts, but instead are seen as interrelated and incorporating related concepts such as trustworthiness, confirmability, and credibility (Morse et al., 2008).

To ensure reliability and validity in this study, triangulation is one technique that was applied. Triangulation is “a strategy (test) for improving the validity and reliability of research or evaluation findings” (Golafshani, 2003, p. 603). Two qualitative methods, semi-structured interviews and structured autoethnography, offset one another’s limitations and supported one another’s strengths (Shenton, 2004). Used together, insights and reflections gathered from one method helped when analyzing the other and provided for a deeper understanding of the data.

Member checking is a well-established tool for assessing trustworthiness in qualitative research (Lincoln & Guba, 1985). Through member checking, participants will “judge the

accuracy and credibility of the accounts" (Creswell, 2013, p. 252). This tool provides a number of benefits for qualitative research including valuable perspectives of the population group(s), error correction, confirmation of interpretations, and additional observations (Cohen & Crabtree, 2006). One rural young adult and one rural librarian participant provided feedback on the themes and interpretations developed by the researcher. After data analysis ended, I shared one anonymized librarian interview and video transcript to a selected rural librarian participant and one anonymized young adult interview and video transcript to a selected rural young adult participant. All names and identifying comments were removed in all documents provided to the two participants. The participants had a short period of time to review the findings (approximately one week). Then, the researcher and participants had an informal meeting to discuss the findings.

When initial coding was completed, one additional coder, drawn from my professional community, analyzed a select number of interview and video transcripts. According to Creswell (2013), the use of coders provides an outside check on "the highly interpretative coding process" (p. 253). For this study, intercoder agreement refers to the shared coding and themes among a group of coders (Carey, Morgan, & Oxtoby, 1996). The coder was supplied with the study's pilot codebook and data coding instructions; then the researcher and additional coder separately coded four transcripts: one librarian interview, one librarian video, one teen interview, and one teen video. Due to the exploratory nature of this study and the small amount of data collected, statistical analysis of intercoder agreement was not necessary. Instead, after the completion of coding, I met with the coder to review, line-by-line, the codes we each assigned to the four transcripts. Due to slight differences and disagreements between the coder and myself, a small amount of corrections, additions, and clarifications to the codebook was necessary.

3.5.7 Establishing Credibility with Participants

Because this study focused specifically on the voices and narratives of rural librarians and rural young adults, I placed heavy importance on establishing credibility with participants and ensuring that participant voices were truly represented (James & Busher, 2006). Credibility works alongside reliability and validity in establishing the trustworthiness of a study (James & Busher, 2006). In research, it is necessary to establish credibility with the participants and establish the credibility of the research findings (Cutcliffe & McKenna, 1999). As discussed in the previous section, determining the credibility of findings relied upon member checking, triangulation, and my knowledge of the research area.

I established credibility with rural librarian and rural adolescent participants in several ways. During the librarian and adolescent e-mail orientations, before data collection officially began, I introduced myself, thanked the participants for their involvement, and expressed enthusiasm for the project. I engaged with adolescent and librarian participants in a professional and courteous manner throughout the project. Participants were encouraged to contact me with any questions or concerns. Additionally, the informed consent/assent/permission forms demonstrated my professional and ethical considerations. These forms detail the steps I took during the study to ensure participants were treated respectfully and appropriately.

3.5.8 Advantages and Disadvantages of the Methods

3.5.8.1 Semi-Structured Interview Advantages

The interview method is highly flexible and can be adjusted to fit the requirements of different participant groups, such as age, ethnicity, disability, or reading/writing abilities (DiCicco-Bloom & Crabtree, 2006). There are several formats available for interviews including face-to-face, e-mail, text, or video (Meho, 2006). Specific formats may be necessary depending

on location, time, or special circumstances of an interviewee or researcher. Using semi-structured interviews, researchers are able to adjust questions, develop new questions, provide an explanation for a question, present a probe, and ask for more detail about a participant's response (Doody & Noonan, 2013). Likewise, interviewees can ask for clarification about a question or request additional information about the study or their participation. Because there are opportunities for clarification and detailed responses, more complex questions than those typically asked in surveys and focus groups can be presented (Doody & Noonan, 2013).

Interviews can be useful for supporting other data collection methods used in a study. This is refers to methodological triangulation, or "using more than one method to gather data." (Wilson, 2014, p. 74). Through triangulation, the validity of a study's design can be improved (Wilson, 2014). Along with increasing validity, the interview method adds to the information gathered through other methods including surveys, experiments, or observation. Interviews may provide support for data collection through these methods or suggest new directions for future research. In this study, semi-structured interviews supported data gathered from the structured autoethnographies.

3.5.8.2 Semi-Structured Interview Disadvantages

The interview method has several limitations that should be considered when designing a study involving this method. Participants may feel uncomfortable sharing information with researchers, especially about sensitive or culturally taboo topics. The interview process, with its many questions and probes presented by the researcher, may appear intrusive or cruel to participants (Doody & Noonan, 2013). Researchers strive to develop an engaging and friendly relationship with participants, but establishing rapport can be difficult to build and maintain (Mealer & Jones, 2014). Rapport is the "trusting relationship with research participants" that

encourages them to “overcome the barriers and fears that would prevent honest disclosure” (Mealer & Jones, 2014, p. 34). When rapport is achieved, an interviewee will feel comfortable sharing experiences, feelings, thoughts, and concerns with a researcher.

The interview method can be time-consuming, mentally exhausting, and expensive (Doody & Noonan, 2013). Each interview must be recorded, either through audio, video, written, or a combination of these formats (Mealer & Jones, 2014; Meho, 2006). Technical issues may occur during an interview, which may disrupt the flow of an interview and confuse the participant (Myers & Newman, 2007). The recorded interviews will need to be transcribed and then analyzed. Interviews provide a significant amount of information, which is both an advantage and disadvantage. Even when analysis software is purchased and used, any data analysis will require substantial time and energy (Doody & Noonan, 2013). Depending on the participant group, small incentives such as gift cards or extra credit may be necessary. “Incentives can be used to recruit subjects in many situations without any ethical qualms where all other ethical criteria are met” (Grant & Sugarman, 2004, p. 732). The cost of these incentives for the researcher can quickly grow as the number of needed participants increases.

2.5.8.3 Structured Autoethnography Advantages

Autoethnography involves analysis of a researcher’s personal narratives or the personal narratives of participants in a cultural group or population through the lens of relevant literature (Richards & Morse, 2007). In structured autoethnography, the researcher places some restraints of the narratives of participants often through the use of specific questions or prompts (Chang, 2008). By doing so, the researcher is able to draw responses that fall within the area of the research questions under study (Chang, 2008). Chang (2008) describes autoethnography as “researcher-friendly”, because this method offers researchers an intimate look at primary data (p.

52). When compared with research conducted using other methods, autoethnography allows for easier data collection, analysis, and interpretation, particularly if a researcher is using himself or herself as a primary source (Richards & Morse, 2007).

Another advantage of autoethnography is the self-reflection and self-examination this method encourages in researchers and participants (Chang, 2008). Whether a researcher writes a narrative or analyzes the narratives of participants, he or she is looking both outward and inward during this process (Reed-Danahay, 2009). For researchers, autoethnography offers valuable insider and outsider perspectives (Reed-Danahay, 2009). First, the researcher externally analyzes the norms, characteristics, beliefs, and values of a population or cultural group (Richards & Morse, 2007). Then, while interpreting the writings of participants, the researcher experiences a deeper awareness of cultural meanings and behaviors through the analysis of the insider views participants provide through their narratives (Spry, 2001)

For readers, autoethnography offers a more appealing and intimate read than that of more traditional academic writing (Chang, 2008). Instead of detached and theoretical reports, autoethnography incorporates personal stories, authentic voices, and illustrative descriptions into an examination of self-reflection and personal scrutiny (Chang, 2008). Often, autoethnography research is written in first-person voice, highlighting the storytelling roots of this method (Forest, 2007). This type of writing encourages the reader to “relieve the experience rather than interpret or analyze what the author is saying” (Schwandt, 2007, p. 17); experiences that can be difficult to achieve within the quantitative paradigm.

3.5.8.4 Structured Autoethnography Disadvantages

While offering many advantages, there are challenges to conducting autoethnography that should be examined. A key disadvantage to autoethnography is the tendency to stress narrative

over analysis and interpretation (Chang, 2008). Because self-narratives are entertaining to both researchers and readers, it can be tempting to construct intricate stories and neglect the research's true purpose (Chang, 2008). To avoid storytelling without analysis, researchers must be mindful of the intended function of collecting autoethnographies.

Another disadvantage relates to ethical concerns over confidentiality. There is a danger of assuming confidentiality is not necessary when using autoethnography (Spry, 2001). This is particularly true when researchers play multiple roles of author, informant, and researcher (Chang, 2008). However, protecting confidentiality is as important in autoethnography as in any qualitative or quantitative method. At times, the sharing of stories and reflections may involve discussing the stories, names, and locations of others. It is necessary to protect the confidentiality of anyone identified in a narrative, whether or not he or she is participating in the research project (Chang, 2008). During reporting of research findings, fake names and locations should be used. While recording the video entries or interviewing in this study, participants were not asked to reveal full names or information that might identify someone else.

3.6 Research Permissions and Ethical Considerations

When questioning participants about sensitive, controversial, or difficult topics, a researcher should strive to avoid causing the participant mental harm (Mealer & Jones, 2014). This may involve providing psychological assistance if a participant become stressed or upset during a research project (DiCicco-Bloom & Crabtree, 2006). There is always the possibility of unintentionally harming a participant as a result of interview questioning or conversations (DiCicco-Bloom & Crabtree, 2006). Researchers should make every effort to protect those participating in a study and allow the participant the opportunity to withdraw participation at any time (DiCicco-Bloom & Crabtree, 2006). Prior to beginning data collection for this study, the

researcher developed a safety plan to be used if a rural teen or adult participants became distressed or extremely uncomfortable during an interview. The safety plan for adult participants is a slightly modified version of the plan for young adults. The safety plan for young adult participants can be founds in Appendix F.

After receiving IRB approval, I acquired written permission to conduct research from the school board of the participating school system and library directors of the participating library system. Recruited rural young adults were required to sign an informed assent form before participating. An example of this assent form can be found in Appendix G.

The assent form clearly and simply describes what was asked of the adolescent participants, what the purpose of the study is, and how the adolescent could agree or decline to participate. At least one parent or guardian of a participating young adult was required to sign a parental permission form. The permission form outlined the basics of the study, the involvement of the young adult, risks and benefits, confidentiality, and the voluntary nature of the study. An example of this form can be found in Appendix H.

Each rural librarian signed an informed consent form prior to participating. The consent form briefly discussed the focus of the study, the procedures of participation, risks and benefits, confidentiality, compensation, and ability to decline participation. An example of this form can be found in Appendix I.

The language in all three forms is clear, direct, and easy to understand. My contact information, including phone, e-mail, and mailing address, is provided on each form, as well as my major professor's name and contact information. The three forms -- assent, consent, and parental permission -- are based on templates provided online by Florida State University's Human Subjects Office (FSU, 2015).

Privacy and confidentiality are crucial in research, as participants may reveal personal information. I protected and securely stored the recordings and transcripts of the interviews and autoethnographies of the participants (Mealer & Jones, 2014). Interview and video recordings and transcripts were maintained in my password-protected laptop. Only I had access to this laptop. Participants uploaded their video recordings to the FSU Dropbox Service that I selected strictly for this study. Only I could retrieve this content. During the entirety of the data collection and analysis process, only I had access to participant names and contact information, video and interview recordings, transcripts, and any other related documentation. Once the study has been completed, I will securely store these documents for one year. At the end of this one-year period, I will destroy all lists of participants, recordings, and transcripts. Signed informed consent/assent/permission forms will be safely maintained until three years after the completion of the study. After three years have elapsed, I will destroy these forms.

During any subsequent dissertation reporting or publications related to the study, the confidentiality of participants' identities will be maintained. Fake or code names have been given to participants to protect any information shared during video entries and interviews. The names of the participating schools and public libraries will not be revealed at any point during reporting or publishing. Throughout the research process, it is important that participants feel confident that the information they provided shared with the researcher is safe and protected. I routinely checked with participants to ensure that they were comfortable with their participation, knew what to expect of this participation, and felt confident with their involvement in the research.

3.7 Impact of Research

The impact of this study is a potential improvement in both LIS research and practice. Investigations into empathy in the library and those similar "softer" skills involved in

librarianship are limited (Birdi et al., 2008; Birdi et al., 2009). This study introduced "empathetic services" as one opportunity for supporting cyberbullied young adults. Although cyberbullying occurs through the public medium of social media, these aggressive behaviors are often invisible to those outside of the teenage world (Ackers, 2012). Young adults are reluctant to share these experiences with parents, teachers, or principals; as a result, adults are often unaware of the extent and seriousness of these online attacks (boyd & Hargittai, 2013). However, librarians perform a different role in the lives of teens, a role with different power and relationship dynamics than that of parents and teachers. Because librarians have this more informal and relaxed relationship with teen patrons, young adults may feel more comfortable expressing challenges, negative experiences, and anxieties with librarians. Through the voices and narratives of librarians and young adults, this study draws attention to critical importance of empathetic services in the day-to-day work of rural librarians.

Librarians have long played a supportive role in the lives of patrons, particularly young patrons, as part of everyday library duties. Currently, there is a limited amount of practitioner and scholarly literature focusing on the supportive role of librarians and libraries for cyberbullied victims (Agosto et al., 2012; Shanahan & Farmer, 2010). However, through empathetic services, literacy instruction, digital citizenship training, and similar services, librarians have a crucial, although presently unacknowledged, role in preventing and intervening in cyberbullying. A possible future application of this research would be research-driven recommendations about cyberbullying support for both school and public librarians. These recommendations could be used as reference if a librarian suspects a case of cyberbullying or cyberbullying victimization during an interaction with a young patron. Ideally, these recommendations will be further

developed through additional research and aid in the construction of an eventual best of practices cyberbullying toolkit.

3.8 Summary of the Method

In this study, I used two qualitative methods: semi-structured interviews and structured autoethnography. Through semi-structured interviews, researchers are permitted to participants' understandings and unique perceptions about a specific topic or area under study (Turner, 2010). Through autoethnography, the personal narratives, experiences, and voices of participants can be analyzed and connected to better understand a cultural group (Ellis, Adams, & Bochner, 2011). Charmaz's approach to grounded theory will be used as a framework for data analysis. This approach draws attention to categories and theory emerging directly from the data, as well as the ability to interpret and reinterpret developing codes and categories (Charmaz, 2006). The findings of these analyses will be discussed in Chapter 4.

Ethical considerations ensured the confidentiality, respect, and comfort of participants. This study included both librarian and adolescent participants from four rural counties in Southwest Georgia. Because minors were involved in this study, assent forms were required for adolescent participants along with parental permission forms signed by at least one parent or guardian. The school and public librarian participants were required to sign an adult consent form. All forms were signed before data collection began.

CHAPTER FOUR

FINDINGS

In the previous three chapters, I provided an overview of this project, discussed the relevant literature, and presented the research methods used in this project. Applying Charmaz's approach to grounded theory, I analyzed the rural librarian and rural teen interviews and video autoethnographies concurrent with data collection and subsequent transcription. These simultaneous analyses allowed me to undercover the types of support rural young adults received from rural librarians; support rural young adults wanted to receive from rural librarians; support rural librarians provided rural young adults; and the support rural librarians wanted to provide rural young adults. In this chapter, I will present the findings of my analyses.

4.1 Results

In the following sections, I will discuss the results from my analyses in an effort to explore my four research questions.

4.1.2. Analysis 1: Interview Transcript Analysis and Presentation of Codes

Both rural librarian and rural teen participants took part in individually scheduled interviews during the summer of 2015. Librarian interviews lasted approximately 60 minutes while teen interviews lasted approximately 30 minutes. Each interview took place prior to the participant recording and submitting his/her video autoethnography. Since these interviews were semi-structured, I constructed a brief series of questions before the interviews specifically for each participant group: one set of questions for the rural librarians and another for the rural young adults. While these questions provided structured for the discussion, I introduced additional questions and probes as each interview progressed.

Now, I will present the categories and codes used during my interview analysis process. The categories and codes were created through a combination of open coding and in vivo coding. The use of in vivo coding in my research was critical as it allowed me to focus more intensely on the actual words, perceptions, and reflections of the participants. Any in vivo coding is indicated by quotation marks. I will begin with an introduction to the categories and codes for the rural librarians; and follow with an introduction the categories and codes for the rural young adults. For conciseness and readability, I did not include the many sub-codes and additional coding notes and related detail in this portion of the chapter. Those sub-codes, notes, and participant quotes will be presented later in the chapter as a master list of categories of codes.

In Appendix J, the four categories and related 34 codes used for the interview transcripts are presented for the rural librarian participant group. In Appendix K, the four categories and related 32 codes used for the interview transcripts are presented for the rural young adult participant group.

4.1.2.1 Analysis of Rural Librarian Interview Transcripts

One category that emerged from the analysis is librarian roles. For the participants, the major codes in this category were balancing professional and emotional roles as librarians, developing professionally as a library leader, supporting both teachers and parents, identifying what librarians “should” do, and significant discussion of “traditional” librarian work mainly collection development.

The balancing professional and emotional roles code developed largely in response to my questions about support for cyberbullied teen patrons and librarianship. Included in this concept of balancing professional and emotional roles were discussions of cyberbullying coping and avoiding techniques, concerns about legal consequences, and expressed desire for more training

on providing social, emotional, and psychological support. The code library leadership was demonstrated particularly strong among school librarians. This code referred to taking on additional roles in the school or community, supporting the school, community, and/or library through activities, and overtly seeking more responsibilities. Both school and public librarian participants discussed their support of parents and teachers. However, school librarians more often highlighted how they supported teachers and administrators in their day-to-day work while public librarians highlighted the ways in which they supported the parents of youth patrons and overall rural community. The school librarians' supportive (and diverse) role to teachers is demonstrated in this quote from Jessica, a middle school librarian: "A lot of my work is focused on technology in the labs with the kids. The school is down one IT person. I do classroom visits every once and awhile. The teachers there are very self-sufficient and knowledgeable about tech. I'm always around the school. I take pictures for the newspaper and scrapbooks."

Rural librarian participants frequently commented on what librarians "should" do. Included in this code are comments about wanting to do more as librarians, personal expectations of how librarians should respond in different situations, and expectations of the profession as a whole. One of the more rich codes is "traditional" librarian work which involved discussion about the importance of building and maintaining a Young Adult collection, importance of readers' advisory (RA), importance of reading, and having physical and online resources in the library about sensitive topics such as cyberbullying, bullying, and homosexuality. Both school and public librarians spent a significant amount of time during the interviews talking about the key role of a library's collection in supporting students intellectually, developmentally, and emotionally.

Secondary codes in this category include referring teens to other adults (per Georgia's Mandatory Reporting Law in Georgia; O.C.G.A. § 19-7-5), changes in the need for librarian support of teens, and advocating for teens. When discussing a hypothetical situation in which a youth reported cyberbullying to a librarian, all of the participants indicated that they would refer the teen to another adult. The commonly identified adults were school counselors or principals by the school librarians and Department of Family and Children's Services (DEFACS) by the public librarians. An excerpt from an informational guide provided by Georgia Public Library Service highlights how public librarians have been taught to respond to sensitive situations involving abuse, neglect, and bullying, "Because Georgia's public libraries provide both education and recreational programs to children, anyone who is employed by, or volunteers at, a public library that serves children is now a mandatory reporter" (Minor, 2012, p. 1). The code "changing needs" reflects participating librarians understanding of the changes which are occurring locally and nationwide in the need for librarian support among teens. The school librarians revealed their desire for more training and more collaboration with teachers to help better meet these changing patron needs. While participating librarians did not explicitly refer to themselves as advocates for teens, they did discuss interactions with parents, teachers, police officers, and other adults when advocacy played a prominent role.

Another main category that appeared in interviews with rural librarians was empathetic support. The major codes that fell within the category include understanding teens, relating to teens, helping teens, listening to teens, talking with teens, respecting teens, library space, and mentoring teens. Both rural school and public librarians believed they understood (perhaps not fully) their young adult patrons, which they felt improved the quality of their work. This understanding of teens included behaviors, attitudes, tendencies, inclinations, habits, and

emotional-psychological maturity. Rural librarians, especially new career librarians, frequently commented on their ability to relate to teens and displayed an awareness of being able to do so. Helping, listening, talking, and respecting are all related activities in which the librarians described engaging in during their day-to-day work with young adults. This empathetic support by early career librarians is demonstrated in this quote from Kevin, a public librarian, "If I notice a stressed or upset teen, I would just talk to them. I would ask what's wrong or what's happening. If the teen was going through something serious (like suicide), I would find some sort of resources either online or in print. That's what I would have wanted as a teen. The biggest thing when dealing with distressed kids is just to talk to them."

Rural school librarians, in particular, viewed themselves as wanting to be more helpful towards students and teachers as well as demonstrating their respect for students and teachers. Library space was by far one of the more enthusiastic discussion points for both rural public and school librarians. Yet again, it was the school librarians who spoke repeatedly about making the library a warm, welcoming, and safe for students. The importance of library space and design is illustrated by Elizabeth, a school librarian, "[Name of co-worker] and I have created this environment by not being so rigid about rules. We've remodeled the library, made it larger, and painted the walls red and black. We also bought welcoming furniture for the library. This helps show that librarians are welcoming too. I respect students." School and public librarians partially constructed this inviting space through library design including selecting appropriate color schemes, purchasing comfortable furniture, creating elaborate book displays, and adding a designated area in the library for teens to relax. But librarians also commented on their individual approaches to how they engage with young adult patrons and their customer service philosophies. Mentoring occurred through librarians working with teen volunteers as part of

more formal, regular volunteering and occasional informal volunteering. Rural school librarians commonly had students with scheduled weekly volunteering who helped out with shelving, programming, inventory, etc. Rural public librarians encountered more as-needed volunteering from young adults, which included those teens participating as part of a youth service group or organization or to satisfy required volunteer hours for school.

Relationships, a third category, also appeared frequently in the interview transcripts. These relationships were with teens, teachers, school administration and, parents. Largely, the rural librarians discussed how they played a supportive role in these relationships. Librarians described the meaningful relationships they had with teen patrons. In each of the interviews with school librarians, comments were made about the differences between the teen/teacher relationship and the teen/librarian relationship. The public librarians commented on the contrast between the teen/librarian relationship and teen/teacher relationship but also differences from the teen/parent relationship. Librarian ascribed positive, negative, and neutral labels on their general relationships with teens. Overwhelmingly, the relationships between the librarians and teens were positive with occasional negative interactions with young patrons (e.g. when a librarian had to quiet down a rowdy group of kids). These positive relationships between librarians and teens and the contrast between teen/librarian and teen/teacher relationships are illustrated in this quote from Margaret, a high school librarian, “I have a good relationship with the teens at my school. [Coworker’s name] and my philosophy is when students walk through these doors they want to have a positive environment. I don’t know about any prior issues or classroom problems. I want to be helpful, in whatever way that is.”

Only one librarian, a public librarian, described her relationship with teen patrons as neutral. This label stemmed from her perceived inability to connect with her area’s teens and her

confusion over the changing nature of teen services in the general library world. School librarians saw their relationships with teachers and parents as supportive. School librarians provided support for teachers through technology and information and supported parents through sharing of information via social media and e-mails. The relationship between librarians and school administration were more nuanced with school librarians supporting school administration through their work, but also receiving support, referrals, and demands from administration.

One final yet surprisingly smaller category, rural libraries, arose from analysis. School librarians rarely mentioned the rural location of their school libraries and school system, yet pubic librarians recognized the role that rurality played in the work they did with young adults. Rural school librarians referred to students, teachers, administration, parents, and the school environment, but rarely to the rural community they lived and worked in. Rural public librarians commented on the impact transportation, funding, poverty, and staffing; something the school librarians never mentioned. Molly, a public librarian mentioned the struggle of transportation for rural libraries and librarians, “That’s a serious problem in rural communities. If you’re 15 and live 10 to 15 miles out of town, trying to get to the library, even if you want to come, isn’t easy. Teachers assume that everyone has technology and printer abilities, and that’s not the case. Kids get a computer assignment and they can’t get to library *(because of transportation)*. By the time a parent gets home from work, the library is closed. That’s another thing the library is trying to address. It’s an issue I ran into in my home. For a homework assignment, one of my kids had to watch a television show. We don’t have cable or television. We occasionally get videos from the library. We don’t have TV. We don’t have Internet at our house. Other than our weekly trips to the library, I have no technology. It blows teachers minds when kids tell them that. One of our

goals at the library is to make technology more accessible. We still haven't solved the transportation problem."

4.1.2.2 Analysis of Rural Young Adult Interview Transcripts

Four major categories developed during my analysis of the rural young adult interviews: classification, relationships, dealing with cyberbullying/drama, and libraries and librarians. Young adults spent a considerable amount of time delving into different aspects of cyberbullying classification. This includes male/female differences in cyberbullying, identifying "drama", dating and relationship conflicts, "toxic people" online, cyberbullying roles (victim, bully, and bystander), the dual nature of cyberbullying, and maturing out of cyberbullying. Participants clearly differentiated between the classification of drama and cyberbullying, particularly when referring to relationship and dating conflicts. Joshua, a tenth grader highlighted this, "Frankly, its mostly girls. You hear about guys talking about all that crap too. Guys are more likely to talk about fighting. It's more physical. With girls, it's more about talking behind each other's backs. It's often people causing drama at school." Several participants described "toxic people" who trolled, trash talked, or harassed friends and strangers while online. Toxic people and cyberbullies at times were one in the same.

However, in other instances, for example during online video gaming, toxic people were described as limiting their harassment to single instances of mean or hurtful remarks instead of the consistent harassment typical of cyberbullying. All of the participants had witnessed cyberbullying in some form but only two had actually experienced cyberbullying. Interestingly, none of the young adults acknowledged that they participated in any cyberbullying or bullying, but several did participate in attempts to end the cyberbullying of friends.

The category of relationships reflects the major relationships that are important in the daily life of a teen: friends, general adults, “helpful adults”, and religion/church. Friends were the first line of defense for many rural teen participants in cases of cyberbullying. Friends formed a support group to which teen participants could turn to for support if they were cyberbullied or harassed online. These friends included both face-to-face and online friends. Mary, a recently graduated senior demonstrated the importance of her friend support group, “One friend had the ex-girlfriend of an ex-boyfriend commenting on her Instagram pictures. This person did it just because she could. My friend first reached out to our friend group through group chat. She said she didn’t know what to do or say about these comments. We all told her not to get involved with it; it’ll cause problems. But my friend started commenting back to the bully. She asked, “why are you saying these things, you don’t need to be doing this”. It only caused more flames to come up because the bully started commenting back. They started private messaging each other; just being mean and saying mean comments.” One teen participant, Joshua, who is a gamer discussed the strong relationships he had built with fellow gamers through online gaming. Both face-to-face and online friends were described as trustworthy, empathetic, and supportive. Teens identified several groups of adults who offered varying degrees of support and empathy including teachers, principals, counselors, librarians, clergy, and police. Parents and teachers were most often mentioned as being supportive, as well being teen participants go-to for difficult situations like cyberbullying.

Rural young adult participants also mentioned the characteristics of a “helpful adult”. These characteristics included trust, ability to comfort, confidentiality, empathy, maturity, being nice, and general friendliness. Teens identified this type of adult as the preferred person in which confine about cyberbullying or bullying. According to the majority of teens, any adult who

possessed these characteristics could be helpful, responsible, and responsive for a teen. While religion and faith were rarely overtly mentioned during interviews, several teens identified religion as a part of their daily life and important for their overall well-being. In particular, one teen that had been cyberbullied stated that she found comfort in her faith and youth group during challenging times such as cyberbullying. Another teen mentioned a close friend who sought out a youth pastor instead of a parent to report being cyberbullying by a former boyfriend.

Another major category from the interviews is dealing with cyberbullying/drama. Rural young adult participants offered a range of coping mechanisms, male/female differences in coping and dealing with cyberbullying/drama, technical possibilities, and reporting routes to help deal with cyberbullying/drama. These codes included diminishing, "not letting it get to you", education in school, male/female differences, dealing with it alone, ignoring it, avoiding it, helpful social networking site features, reporting to friends, reporting to an adult, and not reporting to adult. Teens often diminished cyberbullying, relabeling these behaviors instead as drama, "meanness", or "toxic" people. Several teens claimed that they didn't let it get to them or they didn't get involved with "that sort of stuff". Teens also offered, "not letting it get to you" and "not get involved" as advice for their peers to avoid cyberbullying. Several other coping techniques were suggested such as dealing with it alone, ignoring it, and avoiding it. Young adult participants appeared mostly to want to deal with cyberbullying alone and keep it quiet or within their small social circle. Another quote from Mary, a recently graduated Senior, spoke to this feeling, "For some teens they would push it until it became time for legal action. They think they can deal with it themselves. I'm like you're only 16 or 17. You don't know everything yet. I think maybe they think that dealing with that would be a symbol that they were grown up or proving to themselves that they could deal with this. Even though you're supposed to be older at

that age, you shouldn't have to deal with things like that. Especially when you're a teenager and so vulnerable to what people say." More so than the female teens, male participants suggested using specific features of social networking sites such as privacy settings, blocking, and unfollowing as ways to avoid or deal with cyberbullying. These were typically the first step these teens would take when encountering a cyberbully.

Friends were the first group to which teen participants stated they would report cyberbullying. As discussed earlier, friends were empathetic, offered advice, and provided support for cyberbullied friends. Yet, the participants' acknowledged that there was a limit to this help and claimed that at times help from friends could be ineffective. Usually, teens would report to an adult in extreme cases, when it "crossed that line", became "too much to handle", or involved "self-harm". The teens pointed out that there were stigmas attached to seeking adult help, especially seeking help from a school counselor. Again, like with friends, teen participants acknowledged that there were limits to how much adults could help and that, at times, this help seemed ineffective. However, a number of teens interviewed described the adults they would turn to for help as "helpful" "friendly", and "empathetic". The participating young adults offered many reasons why they would not seek help from adults. These discussions with teen participants included more emotional language and discussion of feelings. The teen participants saw themselves and their peers as being scared, ashamed, and wanting to appear perfect. The teens admitted that part of the reason they may choose not to report to an adult is because they want to seem mature and present themselves as an "adult". They also didn't want to "make a big deal" out of the cyberbullying and feared repercussions as a result of reporting to an adult such as getting in trouble, losing their devices, and losing internet privileges.

The final category, libraries and librarians, arose from responses to direct questions about teen participants' library use, interactions with librarians, and librarians as supportive. Teens overwhelmingly viewed librarians as an information source and educational resource. When asked how librarians could prevent and intervene in cyberbullying, teens recommended that public librarians take the lead in providing education about cyberbullying and digital safety to both parents and teens. The teens reported receiving some sort of education annually during the school year through classroom visits by a local police officer who discussed bullying and cyberbullying.

However, the participants also felt that public and school librarians could be a resource for additional information about cyberbullying and bullying for parents, teens, and teachers. Two areas in which teens thought librarians could help cyberbullied teens were through conversation and advocacy. Teens described librarians as potential "helpful adults" whom some teens may feel comfortable opening up to through casual, everyday conversation and interactions. In response to my question concerning how librarians can help, one teen participant, David, a recently graduated Senior stated, "I think the most organic way is just conversation. You've got a kid that comes in on a weekly basis and you develop a relationship with that person. That's the easiest way to go about being a kind of advocate or support system for that person if they're dealing something."

The participants also saw librarians as possessing the ability to advocate for teen. One teen mentioned librarians as advocating for teens with teachers and school administrations and providing support in difficult times. Another teen mentioned librarians as being able to provide general advocacy out in the community and helping raise awareness about teen issues. Young adults participants described their use of both school and public libraries. Three of the young

adults participants had helped out in the school and public library through regular volunteering. In each case, the participant sought out the volunteer opportunity in his/her library. Most of the teens identified the library as a space, for example a space for meeting, a space for working, and a space for hanging out with friends. Several of the teens described their library use as declining once they entered middle school. One quote from Emma, a ninth grader, illustrates this transition in library use, “I used to go to the library a lot to check out chapter books. Once I started middle school, my reading and library use slowed down. My friends kinda use the library. It depends on the group of friends. I have friends in different social circles. I mostly use the library to check out books.” Many reasons for this decline were given including less of an interest in reading, wanting to own copies of books, and a growing interest in eBooks. The participants had varying types of relationships with their librarians. Those who had volunteered at a library or attended the same church as their librarian spoke more often about their relationship with specific librarians. Other teens had only casual and infrequent interactions with librarians during class visits to their school libraries or family visits or meetings at public libraries.

4.1.3 Analysis 2: Video Transcript Analysis and Presentation of Codes

Following the interviews, rural librarian and rural teen participants recorded a single video autoethnography entry during which they responded to a pre-written prompt. The rural librarian prompt was composed of five questions that focused on the librarian’s experience with cyberbullying, types of support he/she currently provides young adults, types of support he/she believe that young adults should be provided, and hypothetical questions about support of cyberbullied teens. The rural young adult prompt was made up of four questions that concentrated on each young adult participant’s experience with cyberbullying, suggestions for coping with cyberbullying, advice and information given to a hypothetically cyberbullied friend,

and ways of seeking help for cyberbullying from an adult. The length of the librarian video entries averaged about 9 minutes while the teen videos averaged about 6 minutes. Each participant recorded his/her video using an electronic device with an attached camera (i.e. laptop, smart phone). After completing the recording, each participant uploaded the file to a secure website (FSU Dropbox) from which only I could promptly and safely download the file.

Many of the same categories, codes, and sub-codes used for the interview transcripts were used for analyzing the video entries. The shared use of these categories and codes was logical as both the interview questions and video prompts were based upon my four research questions and my previous research on cyberbullying, empathy, and youth services. Additionally, my rural librarian and rural young adult video prompt questions were designed based on the interview responses. In Appendix N, I will present this study's master list of categories, codes, and representative quotes for rural librarian participants. In Appendix O, I will present this study's master list of categories, codes, and representative quotes for rural young adult participants.

In Appendix L, the four categories and related 30 codes used for the video autoethnography transcripts are presented for the rural librarian participant group. In Appendix M, the four categories and related 22 codes used for the video autoethnography transcripts are presented for the rural young adult participant group.

4.1.2.1 Analysis of Librarian Video Autoethnography Transcripts

One category that emerged came from a direct video prompt question about experiencing and/or witnessing cyberbullying. All but one rural librarian had witnessed cyberbullying in some form. There are four major codes for this category: dealing/coping with cyberbullying, cyberbullying among adults, understanding adult online behaviors, and not understanding adult

online behaviors. One young librarian had witnessed cyberbullying among a group of friends and explained that he believed his experience made him more attuned to more emotional and psychological development of teens. Kevin, a public librarian, explained, “Librarians should provide abuse and bullying protection and talking with teens on a regular basis goes a long way in determining what is actually going on with them. Teens are more difficult to provide support for since bullied and abused teens become uncommunicative.” For other librarians, it was difficult to gauge what impact witnessing these aggressive online behaviors has had on their interactions with teens and the types of support they offer teens. Overall, the librarians identified adult aggressive online behaviors, like trolling and meanness, as drama, not cyberbullying. Several expressed confusion over why adults would engage in these types of hurtful behaviors while others offered clear and precise explanations of why they believed adults participated in online drama.

A second category, librarian roles, relates closely to the same category from the librarian interviews. Codes from this category include balancing professional and emotional roles, referring teens to other adults, mandatory reporting, library leadership, “changing needs”, collection development, formal instruction/programming, what librarians “should” do, “traditional” librarian work, collaboration, and advocating for teens. Librarians articulated the challenges of balancing their professional and emotional roles in the library. Each librarian expressed discomfort with overstepping professional boundaries and becoming too involved in a young patron’s life. Another quote from Kevin, a public librarian, helps highlight this discomfort, “I'm a little hesitant to say kids and teens should be supported for everything in their local library. While some things I am more than comfortable providing like resources or information, I'm not a social worker, legal council, or law enforcement officer so some of the

support has to come from more appropriate people." To help with this discomfort, librarian stated that they would refer teens to other adults such as counselors, principals, or parents in instances of suspected cyberbullying, bullying, or abuse. Examples of library leadership arose from the additional roles librarians took on to assist and support teens, planning for more sensitive topic related staff training, and an expressed desire by school librarians for more collaboration with counselors and teachers to better support teens.

During the videos, both rural school and public librarians spoke about the importance of their young adult collection in supporting teens. Librarians discussed the need for having sensitive topic print and online resources available in their library collections, desire to add more sensitive topic resources to their collections, and hoped to share these resources and materials with teachers and counselors. Similar to collection development, the librarians discussed developing and providing formal instruction and programming both in the library and as part of planned class visits. School librarians in particular discussed collaborative programming that could be developed in part with school counselors, teachers, and the local police department.

Similar to the librarian interviews, there was significant discussion about what librarian "should" do service-wise in general as well as specific situations. Librarians also focused on the "traditional" librarian work they do for both adult and young adult patrons. This traditional work included working reference, collection development, readers' advisory (RA), and technology support. While these activities seemed to form the core of the work participating librarians saw themselves as engaging in daily, they also expressed a desire to do more and take on additional roles. Rural school librarians expressed a desire for collaboration with counselors, teachers, and school administration in developing programming and selecting materials that target sensitive issues. The code advocating for teens reflects the concern librarians felt about overstepping

professional boundaries yet wanting to promote the safety and well-being of their young adult patrons. Librarians would advocate for teens by understanding teens' emotional and psychological development, selecting resources and materials that teens may need, and appealing to other like-minded adults for help.

A third category, empathetic support, is another category reflected in my interviews with rural school and public librarians. Many of the same codes from my analysis of the interviews were found in the videos. However, some codes were more present in the videos than in the interviews. These codes included impact on teens, diminishing empathetic support, and offering encouragement and reassurances. Librarians continued to comment upon how they are able to understand teens, relate to teens, provide customer service, help, listen, talk, and respect teens. These elements of empathetic support are illustrated in a quote from Molly, a public librarian, "Anyway, even with a good parental relationship, kids might question their parents' advice, thinking that they don't know what they're talking about or that they're just sugar-coating. In this situation, I think both teachers and librarians might have an opportunity to present similar advice from a different perspective that, for the kid, might seem more credible and easier to hear than it would have been from a parent."

During the videos, rural librarians highlighted how much they worried about teens patrons and how often they offered encouragement and reassurances. In most of the videos, while mentioned cyberbullying, librarian discussions of the encouragement and reassurances they offered were followed by acknowledgement that they would also refer the teen to an outside adults. Librarians also played down the empathetic support they provide young patrons. Usually the librarians highlighted with pride their young adult collection, print and online resources, and readers' advisory. The more supportive, encouraging, and mentoring role librarians played for

teens usually appeared in the video entries as an afterthought. Rural libraries, the final category in my librarian video analysis, were more present in the public librarian videos than school librarians. School librarians rarely mentioned the rural community the school system resided in, yet public librarians appeared well aware of the challenges of a rural environment, how the library supported its rural community, and the impact that the library had on the community itself. School librarians tend to focus on the school and school system they worked in.

4.1.2.2 Analysis of Rural Young Adult Video Autoethnography Transcripts

Before beginning data collection for this study, I believed the teens' video entries would be a rich source of data. However, what emerged, in many ways, was a recitation of data collected during the teen interviews. The video entries from the rural librarians were where the majority of the insightful categories and codes developed for the autoethnographies. From the teen video entries four categories appeared experiencing/witnessing cyberbullying, reporting cyberbullying, dealing coping with cyberbullying, and empathetic support.

The first category, experiencing/witnessing cyberbullying/drama, illustrates the young participants experiences with cyberbullying and drama. Only two of the participants had experienced cyberbullying, but they had all witnessed cyberbullying through casual social media use. The participants openly discussed the online "drama" among their peers and provided labels for cyberbullying, drama, online harassment, and aggression. In these videos, a few teens attempted explain the behavior of cyberbullies, why their peers would engage in these types of activities. They also tried to understand and empathize with the teen victims of cyberbullying, giving reasons for how and when they should seek help from friends or adults. Yet, other teens expressed confusion over cyberbullying and bullying in general. One quote from Mary, a recently graduated Senior expresses this confusion, "I've never personally experienced

cyberbullying, but I've witnessed it with some of my friends. One of my friend's ex-boyfriend's ex-girlfriend started commented on pictures on Instagram and calling her names. My friend made the mistake of commenting back and starting what you could call an online feud. I had a friend's ex-boyfriend harassing her through text messages, randomly sending rude messages, and not explaining why he was saying these things. My friend didn't know how to handle it." The participants spent a small portion of their videos trying to understand cyberbullies and the victimization that occurred within their peer groups.

The majority of the video entries focused explicitly on two categories: reporting cyberbullying and dealing/coping with cyberbullying/drama. Rural young adults participants provided advice on when victims should report, how to select someone to report to, possibilities on whom to report to such as friends and adults, and offered reasons for why victims may choose not to report cyberbullying. Most of the teens admitted that they would deal with the cyberbullying alone or talk it over with a friend, only in serious cases would they report to an adult. The supportive and empathetic relationships that the teen participants had developed while at home, school, and church played a key role in deciding whom to report to.

Like in the interviews, rural teens stated that they would report to friends first and then to adults when the cyberbullying became too much to handle. To deal with cyberbullying/drama, teens mentioned many of the same ways as in the interviews such as ignoring it, avoiding it, not getting involved, and using features of social networking sites. A quote from Emma, a ninth grader, illustrates how teens may choose to deal with cyberbullying, "For one, I would talk to them first to see how it was affecting them. If it wasn't bothering them, "it's no big thing. Whatever", then I would say ignore it and maybe tell an adult you trust about it just so they can get involved with it and hopefully stop it and find out who it is. But they are really taking it

harsh, I would still tell them to ignore it and really seek someone's help so they don't do anything to hurt themselves because of the words people are saying." A few teens mentioned self-censorship, strictly monitoring what they say online or whom they interact with while online, as one way to avoid cyberbullying. Again, as in the interviews, many of the rural young adult participants tried to diminish cyberbullying, encouraging others to not let it get to you and describing it as not a big deal.

In many ways, the final category, empathetic support, served to support the other three categories. Each teen discussed seeking support from friends, school/church/peer groups, and adults. The teens described the type of adults they would report cyberbullying to as helpful, empathetic, and friendly. David, a recently graduated Senior discussed support for cyberbullied young adults, "People know cyberbullying is an issue, and it certainly is. The best information I could give to anybody is not to say, "Hey look. This has happened before." They're not looking for that type of answer. They're looking for someone who is going to support them personally. They're looking for some type of support. The best answer I could give is to suggest going to get that support. There are many venues and outlets for great support system out there. So, that is what I would suggest to people. Those people who have that age and experience. They would need that confidential factor. Obviously someone who you have a relationship with. That always makes the process go much easier."

Since a few of the video autoethnography prompt questions asked what advice and information the participant would give cyberbullied friends, many of the responses from teens included descriptions of the types of people to report the cyberbullying. These characteristics included someone the hypothetical friend is comfortable with, someone who provides empathy,

someone mature, someone who the friend can easily talk to, and someone whom the friend feels secure sharing information.

4.1.3 Analysis 3: Integration and Presentation of Master List of Categories and Codes

Because of the similarities between the interview and video categories and codes for both participant groups, integration of the separate lists (interview and video) into a master list of categories and codes went smoothly. The master list of librarian categories, codes, and related participant quotes can be found in Appendix M. The master list of librarian categories, codes, and related participant quotes can be found in Appendix N.

4.1.4 Analysis of Researcher's Journaling

Throughout the data collection, data analysis, and write up of this project, I maintained a journal to record insights gleaned from encounters with participants and analysis of the data. Along with memoing, this journal provided me with another location for thinking through my experiences and collected data. I wrote in this journal after each interview and after viewing each video. I also continued journaling while writing up this project. Through journaling, I was able to flesh out a few of the categories from both the librarian and young adult interviews and librarian and young adult video autoethnographies.

Although manual coding offered me the majority of opportunities to develop categories, codes, and sub codes, this journal was helpful when I reflected upon the those categories that seems confusing or conflicting to me as the researcher. For example, using notes from my journal, I noticed that the librarian category of rural libraries and librarians appeared only in the interviews of rural public libraries. The rural community and its citizens were never mentioned in school librarian interviews. While I still do not have a solid understanding of why there is this contrast, it did give me one avenue for future research. In another project, I could investigate

how rural school and public libraries differ in their view of the community or the communities they service, whether this community only contains the school (perhaps for school librarians) or whether this community includes the outside community (such as public librarians understanding of community).

4.2 Summary

The results of the qualitative analysis, based upon grounded theory, of the rural librarian and rural young adult semi-structured interviews and rural librarian and rural young adult structured video autoethnographies were presented in this chapter. In this study, seven rural librarians and seven rural young adults from Southwest Georgia engaged in individual interviews and single-entry video autoethnography.

Four categories and 34 related codes emerged from my analysis of the rural librarian participant group's interview transcripts. These categories are librarian roles, empathetic support, relationships, and rural libraries. Four categories and related 32 codes surfaced from my analysis of the rural young adult participant group's interview. These categories are classification, relationships, dealing with cyberbullying/drama, and libraries and librarians.

Four categories and 30 related codes emerged from my analysis of the rural librarian participant group's video autoethnography entries. These categories include experiencing/witnessing cyberbullying/drama, librarian roles, empathetic support, and rural libraries. Four categories and 22 related codes appeared from my analysis of the rural young adult participant group's video autoethnography entries. These categories included experiencing/witnessing cyberbullying/drama, reporting cyberbullying, dealing/coping with cyberbullying/drama and empathetic support. In Chapter 5, I will close with a discussion of these findings and presentation of my conclusions.

CHAPTER FIVE

DISCUSSION AND CONCLUSIONS

In this study, I conducted semi-structured interviews with seven rural librarians and seven rural young adults. Following the interviews, each librarian and young adult participant submitted one video entry in which they responded to a pre-written prompt. In the previous chapter (Chapter 4), I introduced the finding gleaned from my analysis of these interviews and video autoethnographies. In this chapter, I will expand upon this analysis by discussing in depth these findings and offering some conclusions.

5.1 Restatement of the Problem

Young adults' use of social media has grown quickly. In 2006, 55% of young adults used social media; in 2012, 81% reported being social media users. (Madden et al., 2013). As adolescents have become more engaged with social networking sites, they are sharing more information about themselves online. Through profiles, posts, and uploads, young adults are offering photos, addresses, phone numbers, and locations (Marwick et al., 2013). As a result of this openness, young adults leave themselves vulnerable to online harassment including cyberbullying. In a 2011 survey of online young adults, Lenhart et al. found that 88% had observed mean or cruel behavior on social media. Fifteen percent of those surveyed reported being the target of such attacks (Lenhart et al., 2011). Although not every unkind post or message on social media constitutes cyberbullying, these behaviors can quickly escalate and have serious repercussions. To help cope with these experiences, young adults need the support of adults, friends, and communities. In this study, I focused on four research questions:

RQ1: What types of empathy and support have rural young adults received from rural librarians?

RQ2: What empathy and support do rural young adults want to receive from rural librarians?

RQ3: What empathy and support do rural librarians provide rural young adults?

RQ4: What empathy and support do rural librarians want to provide rural young adults?

5.2 Review of the Method

This study focused on three populations, young adults, school librarians, and public librarians, in rural Southwest Georgia. Both rural public and school libraries have been particularly hard hit by the recent recession and funding reform (Molnar, 2014; Stegner, 2007). Even before the recession, rural libraries lacked the equivalent funding and human resources of urban and suburban libraries (Barron, 1995). Inexpensive and quality training and professional development is greatly needed in rural libraries (Mehra, Black, & Lee, 2010). In a minor way, this research supplements the insufficient amount of research on rural libraries and rural patrons as well as provides suggestions for improving youth services in rural areas.

I used semi-structured interviews and video autoethnographies to collect the data for this study. First, I interviewed seven rural librarians in individual semi-structured interviews lasting approximately 45 minutes. Subsequently, I interviewed seven rural young adults in individual semi-structured interviews lasting approximately 30 minutes. After the interview phase was completed, I asked both the librarian and young adult participants to record one video autoethnography lasting approximately 5 to 10 minutes during their own time. Rural school and public librarians were contacted through my existing personal and community social network; rural young adult participants were recruited through recommendations from these librarians, regional youth organization leaders, and church youth pastors.

I used Charmaz's (2006) grounded theory approach to data analysis as a guide for data collection and analysis. Because of its exploratory nature, this study emphasized Charmaz's elements of code development and theme discovery (Heath & Cowley, 2004). The categories and codes revealed during this study's data analysis have the potential to support the future use of relational communication theory in LIS and cyberbullying research. Categories and codes were developed for both the interviews and video entries, and then combined to create a master list of the project's categories and codes.

Throughout data collection, I maintained a written journal. This journal allowed me to reflect on each interview; the design of the interview questions and video prompts; and captured personal reflections during the process. Notes, comments, and questions were recorded in this journal before, after, and as needed during data collection. The journal supplied me with ideas for possible codes and categories used during subsequent analysis.

At the completion of data collection, I began memoing. As Saldaña (2010) noted, "the purpose of analytic memo writing is to document and reflect on: your coding process and code choices; how the process of inquiry is taking shape; and the emergent patterns, categories and subcategories, themes, and concept in your data" (p. 33). Memoing is an established practice in qualitative research (Saldaña, 2010). Through the act of memoing, a researcher can stay connected with his/her data and "engage in critical reflexivity" (Charmaz, 2006, p. 163).

5.3 Discussion of Findings

In the following sections, I will discuss the findings and their implications for each research question.

5.3.1 RQ1: What types of empathy and support have rural young adults received from rural librarians?

My first research question asked what types of empathy and support rural young adults have received from rural librarians as part of their experiences in the library.

5.3.1.1 Received Empathy and Support: Information Resource But Also Just Books

A recent release from Pew Research Center (2014) reported that, within the past year, young adults are more likely than older adults to have used a library. Yet, this same report also highlighted that young adults "know where their local library is, but many say they are unfamiliar with all the services it may offer" (Zickuhr & Rainie, 2014, p. 3). Young adults are using rural school and public libraries; and rural school and public librarians are providing services to young adults. Walter and Mediavilla (2005) demonstrated teen use of online reference exchanges through a Live Homework Help services. In an ethnographic study of a neighborhood public library use by families, the researchers found that these libraries were used to support literacies taught in school as well as informally engage in literacy through conversations between patrons and library staff (Ward & Wason-Ellam, 2005), Luo and Weak (2013) assessed how teens use text reference services and found that teens are using these type of services largely for school-based questions.

In my project, the categories "information source" and "library use" demonstrate the conflict in the nature of teen library use. The participating rural young adults commented that they went to the library for help with specific school assignments and to locate books for personal or school-related reading. They viewed librarians are one more source of information that exists along with teachers, parents, and the Internet. However, many of the participating rural young adults were no longer active users of the library. The participants described their

library use as beginning to drop off after middle school. They would occasionally use the school library but rarely the public library unless taking a younger sibling to check out books. This is demonstrated in Sarah's, an eighth grader, comment, "I read a good bit, but I don't use the library much. I like eBooks. If I went to library, it would be because I needed to go with my little brother. Occasionally, if I was bored, I would go to look at the books."

The comments from the participants and the literature suggest that there is a change occurring in young adult library services. The recent YALSA report, "The future of library services for and with teens: A call to action" speaks to this change in library services for teens (Braun et al., 2014). A few of the teens participating in my study have continued their library use past middle school. In fact, two of the seven teen participants are highly engaged with their school or public library. However, for the majority, library use appears to have tapered off at some point during middle school. Changes will be needed in both how young adult services in the school and public library are provided (e.g. programming, book clubs) and what types of services are provided for young adults. Understanding these changes will require additional research beyond the scope of my exploratory study.

5.3.1.2 Received Empathy and Support: Mentorship

Young adults receive mentorship in several ways through their involvement and use of the library. Although mentorship of youth by librarians is usually not formalized, one-on-one instruction and daily interactions provide librarians with opportunities for mentorship of youth (Bannon, 2012). More structured mentorship is commonly delivered through young adults engaging in volunteering within their libraries. The literature in LIS on mentorship of librarians, particularly academic librarians, is rich and thoughtful (James, Rayner, & Bruno, 2015; Kern & Popp, 2013); however, there is little research into mentorship of youth by school or public

librarians within LIS. This absence is unfortunate because "high quality mentoring relationships have prompted child health through improvements in academic performance, positive feels of self-worth, perceived social acceptance, relationships with others, and decreases in high-risk behaviors like alcohol/tobacco us and violence" (Coller & Kuo, 2014, p. 316). A more modern take on teen mentorship in libraries is taking place as part of tech enriched spaces like YOUmedia Chicago (Bannon, 2012). Through the guidance of YOUmedia librarians, teens engage, learn, and play with technology.

Examples of the mentoring my young participants received appeared frequently in discussions of the categories of library volunteering and teens' casual conversations with librarians. Three of my teen participants had volunteered in their public or school library. Two teens had regular volunteer positions in their school library and one teen had a more relaxed and informal volunteer position in his public library. Sarah, an eighth grader spoke about her volunteer experiences, "One afternoon in the library, I asked if there was anything I could do to help. The librarians said that they didn't have anything then, but they could come back later. The librarians talked with my teachers and I started working. By the eighth grade I was used to it so I asked if I could work there again." These participants spoke highly of the librarians and referenced the work they did in the library as important and worthwhile. Along with gaining work experience, these teen volunteers also developed close relationships with the librarians they assisted. This type of mentorship provided participants with job training, informal guidance, hands-on work experience, and social interaction with non-parental adults.

It is noteworthy that so many of the participants (three out of seven) volunteered in the library at some point. More research must be conducted into teen mentorship, volunteering, and the impact of this mentorship on young adults and librarians. Campbell, Haines, Koester, and

Stoltz (2015) discussed school librarians' media and technology mentorship of teens by school librarians, but librarians' mentorship has an impact on much more than teens' media skills and use. Since this is a small exploratory study, I could not touch on every aspect of mentorship that occurs between a teen and a librarian. However, judging from the interviews conducted, this mentorship had a role in the maturity and intellectual development of young volunteers.

5.3.1.3 Received Empathy and Support: "Helpful Adults"/Empathy

For teens, librarians, like many adults, are seen a helpful and friendly adults to whom they can turn to for many types of information needs. Agosto, Paone, and Ipock (2008) investigated gender differences in use and perceptions of U.S. public libraries and found that young females had a "tendency to rate libraries as more useful in helping them meet their personal information needs" (p. 387). Libraries and librarians form an additional security net, alongside parents, church, and youth organizations for teens that may be struggling mentally, socially, or developmentally (Braun et al., 2014). Through compassionate services such as bibliotherapy, librarians use books, materials, and resources to meet the needs of young adults suffering from social, emotional, mental, physical, or even sometimes simple every day problems (Tukhareli, 2011).

While not explicitly identifying librarians as the main people they would turn to in a cyberbullying experience, young adult participants included librarians among a list of helpful and compassionate adults whom they could reach out to. Mary, a recently graduated Senior stressed in her video, "The most helpful people would be your friends, because sometimes a lot of the online fights happen among your friends. They are usually the ones who can support you and have more empathy for you. And trusted adults in your community such as teachers, counselors, parents, pastors, librarians, community leaders. They are the ones who have more say

in these situations and can make a difference rather than just the student trying to defend themselves." During conversations, the teens expressed a librarian's dual ability to provide information while also offering compassion and empathy. For many of the teens, librarians filled the same supportive roles as teachers, counselors, and pastors.

Clearly, for young adults who are regular library patrons, as a few of the teen participants in my study were, librarians could be included in a potential list of helpful and empathetic adults. For young adults that were not active library users, as several of the teen participants in my study were, librarians may still be included in a similar list of helpful adults. The teen participants in my study were a balanced mixture of users and non-users. Non-library using teens reported that any helpful, friendly, and "nice" adult could be a resource for cyberbullied young adults. This study is limited in scope, but the participants as a whole perceived librarians as helpful and useful resources for both information and personal needs. Additional research could clarify library-using and non-library using young adult perceptions of librarian support.

5.3.2 RQ2: What empathy and support do rural young adults want to receive from rural librarians?

My second research question asked what types of empathy and support rural young adults would like to receive from rural librarians during their future experiences in the library.

5.3.2.1 Wanted Empathy and Support: Educational Resource

Teens use the library and engage with librarian for a variety of purposes that encompasses both their school and personal lives (Howard, 2011). Personal information seeking and school-related inquiries are often cited in the literature when discussing teen use of school and public libraries (Agosto & Hughes-Hassell, 2005, Gross, 1999, Hughes-Hassell, Hanson-Baldauf, & Burke, 2008). Librarians have new arenas in which to educate teen and adult patrons

including digital literacy, digital citizenship, and digital use (Braun et al., 2014). Teens are not alone in their need for education about online ethics and responsible engagement with online communities. Adults, especially parents, need to know how to monitor and assess their personal social media use and the use of their children (Madden, 2012). Agosto, Forte, & Magee (2012) highlight the need for librarians to be educated and informed about cyberbullying.

Much like the rural librarian participants, rural young adult participants wanted librarians to play more of a role in education. This code of education includes education of parents, teachers, school administration, and teens. Several young adult participants highlighted the ability of librarians to support cyberbullied young adults through education of parents and young adults. Teens commented on the need for more adult awareness of cyberbullying and bullying among their age group. One example from an interview with Mary, a recently graduated Senior:

> "The biggest part for the librarians is to inform the parents first. Because that's the main audience - adults who use the library. First things first would be to inform the parents about cyberbullying and how to protect their child, not just putting restrictions but how to talk to their child, what they do online, what social media sites they use. And educate children and teens on the steps that need to be taken if someone is harassing you online and on specific sites. What action you can take. The library is a public place. I trust my librarians."

Education of children, young adults, and adults through library programming, services, and resources has a long tradition. What is unique about the comments of the young adults in my project is the increased awareness of cyberbullying they desired among parents and the use of education to increase this awareness. School and public librarians can use the instructional skills and qualifications they already possess to create programming, workshops, and presentations for

use within and without the library. School librarians can support cyberbullying education of teachers and parents by distributing information and resources directly to them and support cyberbullying education of teens through in library and in classroom presentation and workshops. Public librarians can supplement this education through age specific workshops and programs on cyberbullying, ethical social media use, and social media management.

5.3.2.2 Wanted Empathy and Support: Advocacy

Librarians advocate for their young adult patrons on a daily basis. One of YALSA's core professional values for teen services professionals is social responsibility, which includes advocating for "the education, development, and recreational needs of teens, especially as they relate to library services" (YALSA, 2015, p. 7). Librarians advocate for teens on a local, state, and national level, but the majority of advocacy librarians provide comes through day-to-day interactions with teens at a circulation or reference desk (Braun et al., 2014). Teens are often unaware of this advocacy on their behalf, but it comes across when librarians build positive and nurturing relationships with teens.

Two teen participants explicitly discussed librarians as advocates for teens in conjunction with parents, teachers, and other adults. The "advocacy" category emerged as teens discussed the need for more cyberbullying awareness and education of adults and the lead role librarians could take in advocating for teens. The participating teens expressed a need for adults to be supportive of them, particularly when reporting cyberbullying. As Emma, a ninth grader explained, "If the teachers heard it (cyberbullying) from another teacher or a librarian, they would take it more seriously. I would tell my school librarians. I feel close to them and would feel comfortable talking to them". This teen demonstrated a potential need for a librarian to advocate for her and

other teens to teachers. The librarian serves as a voice for teens that do not feel they will be heard or believed by teachers.

Although this project did not focus on advocacy, advocacy plays a part in cyberbullying support and empathetic services. There is little research in LIS on teen perceptions of librarian advocacy or librarians as advocates. To promote and demonstrate the services that libraries provide young adults, it is critical that this age group is aware of the advocacy role that librarians play. What emerged during my transcribing and coding is that library advocacy is supported by empathy in the library and being empathetic as a librarian is a requirement of advocating for teens.

5.3.2.3 Wanted Empathy and Support: Empathy

Empathy in the library has been investigated over the past decade in a small amount by British researchers (Birdi et al., 2008; Birdi et al., 2009; Shaper & Streatfield, 2012). Shaper and Streatfield (2012) labeled empathy as pastoral care and reported that school librarians see themselves as more than just librarians. They are also “teachers, social workers, security guards, life coaches, a friendly smile, a strict word” (p. 67). In their research, Birdi et al. (2008, 2009) focused on the role of empathy in public libraries, especially the role it plays in social inclusion. Young adults, particularly those who are cyberbullied and/or vulnerable, need a network of compassionate, knowledgeable, and empathetic adults (Agosto et al., 2012).

The empathetic role of the librarian is demonstrated in the following quote from Mary, a recently graduated Senior, “Teachers are more concerned with your learning and you have more fear of your teachers (grades). Librarians, they’re just fun. You don’t have any animosity about grades or doing something bad. They’re just in charge of books. If you wanted to know where a book was, it was never scary to ask them. It would be scarier to ask your teacher”. Teens need

empathetic, helpful, and trusting adults in their lives. Teen participants repeatedly discussed the need for helpful, kind, compassionate, and empathetic adults whom cyberbullied or troubled young adults could appeal to. As indicated by teen participants' interviews and videos, librarians can be one of the adults who provide this emotional, social, and psychological support for teens.

This exploratory project is one of the few investigations into the empathetic role of the librarian. Since this project is small, it is difficult to expand these results to youth and librarians outside of small, rural public and school libraries of Southwest Georgia. There is no research about how patrons (youth or adult) understand or perceive this empathetic role of librarians. Additional research into the perceptions and thoughts of patrons who have received this type of support would help clarify how the provision of empathy can be improved and expanded upon through already existing library services.

5.3.3 RQ3: What empathy and support do rural librarians provide rural young adults?

My third research question asked what types of empathy and support school and public librarians perceive themselves as providing young adults during interactions with young adults in the library.

5.3.3.1 Provided Empathy and Support: Information Resource

Librarians assist young patrons with their information needs every day. Indeed the reference interview is one of the standards of any MLIS student's education (Dervin & Dewdney, 1986; Taylor, 1968). Whether is face-to-face on the reference desk or virtually through Ask a Librarian or text messaging, librarians help young patrons satisfy their information needs through available print and digital resources (Melchionda, 2007; Radford, 2006a). Librarians have learned to adjust the delivery of information in this new digital world by

incorporating social media, texting, and Makerspaces into their libraries' services (Cahill, 2011, Forte, Agosto et al., 2013, Sebrine et al., 2013).

Participating librarians in this study talked at length about the services they provide young adults and how they help these young patrons with any type of information need. The categories "traditional" librarian work, collection development, and what librarians "should" do attest to the heavy importance these librarians placed on being an information resource for their young adult patrons. These librarians often talked about being there for teens when they needed a book, help with a school assignment, and providing readers' advisory. Elizabeth, a high school librarian, illustrates this support, "We [she and coworker] let students know that there are lots of place to get information besides websites and direct them where they need to go to get the information. [Name of coworker] will let students go back to her office before the books are cataloged to pick out what they want. I help and support student in whatever they need to know." Additionally, the librarians saw the development of a strong young adult collection as an important competent of their value as a librarian and the value of their library. Librarians were also aware of the increased need of having sensitive physical and online resources available for teens in these collections (e.g. books on bullying, cyberbullying, homosexuality, rape).

What came across during interviews and videos of participating librarians was the hyper awareness that these librarians had of their supportive information role. The librarians focused largely on the more traditional librarian tasks of readers' advisory, resource gathering, and collection development; tasks that are evolving as teens become increasingly engaged online. This study did not investigate the librarians' perceptions or feelings about the changing role of the library in the lives of young adults (Horrigan, 2015). The role and importance of libraries has seen a shift, as demonstrated by a recent Pew Research Center report. Libraries are in a state of

transition including a shift in use by patrons, such as young patrons, in the U.S (Horrigan, 2015). Further research into how librarians are adjusting and modifying their services and approach to providing these services in this digital age is needed.

5.3.3.2 Provided Empathy and Support: Instructional Resource

Librarians support young adult patrons through instruction in the form of formal in-house programing, in-class visits, informal one-on-one guidance, and through librarian-designed bookmarks, flyers, and handouts (YALSA, 2015). Cyberbullying and digital citizenship education are two areas where librarians are beginning to turn their attention (Agosto et al., 2012). Whether librarians are assessing cyberbullying as a media literacy challenge or online safety danger, they are creating tailor-made programming and formal instruction to educate teens, parents, and members of their community (Bhat, Chang, & Linscott, 2010; Childnet International, 2007). Often this instructional role focuses on young adult patrons, but librarians do and should provide resources for the support system of a teen that includes teachers, families, and communities (D'Auria, 2014).

The librarians in this study discussed their instructional role as equally as important as their informational role through codes such as "formal instruction and programing", "supporting parents", "supporting teachers", and "library leadership". Both school and public librarians would frequently highlight instances of one-on-one instruction with teens in the library. A quote from Margaret, a high school librarian, highlights this role, "My main role is helping with technology use and helping when they have questions – what to read, read-a-likes, series. It may be a simple question about creating headers on Word. But to them that matters. I'll sit down and help individual students. It's important so I'll will try to do that." The middle and high school librarians offer less in-library programming but more in-class instruction as requested by the

teachers. However, for these librarians, this instruction carried over beyond young adults and included teachers, school administrators, and parents. The school librarians, in particular, reported a growth over the past decade in their instructional support of teachers. The rural public librarians discussed the educational component with less intensity as the school librarians but were more open about the leadership role in education they took up in their communities. Public librarians appeared more engaged in educating the entire community, focusing less on specific age groups or populations and more on supporting the educational and instructional needs of the community as a whole including teens.

Clearly, the informational and educational support of young adults patrons is a place of pride for the participating librarians. In most cases, the librarians expressed a need to do more for their teen patrons either by engaging in more professional development on different issues, offering more in-library programming, or collaborating more with teachers and other members of the community to improve services. The participating librarians focused on more traditional programming and instruction topics rather than socially conscious and sensitive issues like cyberbullying. Additional research on the changing nature of library programming and instruction is needed as librarians take on more socially responsible roles in their communities and schools.

5.3.3.3 Provided Empathy and Support: Social/Emotional/Psychological

For librarians, providing social, emotional, and psychological support typically goes along with other provided services such as readers' advisory, one-on-one tutorials, library design, and informal conversations during programming (Cesari, 2014; Cronin, 2001; Jennings & Greenberg, 2009; Jones, 2008). While this support is rarely highlighted in LIS literature, it can be seen in various articles regarding dealing with sensitive topics, supporting troubled teens, and

in the construction of a young adult collection (Jones & Delahanty, 2011; Juntunen & Saarti, 2000). Librarians as an empathetic and compassionate figure in the library have a long and complicated history, dating back to Maxfield's (1954) recommendation for Counselor Librarians in academic libraries. Even at times borrowing from the fields of business, psychology, and communication, some LIS researchers have sought ways to improve the social, emotional, and psychological support they provide patrons of all ages (Maxfield, 1954; McGuigan, 2002; Radford, 1996).

The category of empathetic support emerged naturally during interviews and in the video entries of the librarians. Most of the librarians did not appear aware of the social, emotional, and psychological support (or empathetic services) they so often provided their young patrons. However, they spoke frequently about attempting to understand young adults, worked on relating to teens, providing equal customer service, and spent time discussing the impact their work had on young adults library users. The words "helping", "listening", "talking", and "respecting" arose during conversations in regards to the everyday work of librarians. Jessica, a middle school librarian, described this support, "As a media specialist, I feel that we need to be open to all kids". Additionally, almost all of the librarians discussed a need to build the school library or teen space in the public library into a comfortable, safe, and welcome environment. The librarians mentioned the design of the library and their attempts through changes in furniture, color schemes, and books displays to welcome young adults into the library.

While few of the librarians overly spoke about their social, emotional, and psychological support of teens, it appeared casually through discussion of the more traditional librarian tasks and roles. This supportive role did not appear as present in the participant librarians' minds as the informational and instructional support they provide. Often, when the interview would

openly approach the idea of social, emotional, psychological support, the librarians mentions of school counselors, parents, and Mandatory Reporting laws would enter the conversation. The social, emotional, and psychological or empathetic support librarians offer patrons, especially young patrons, has rarely been researched in LIS literature (Birdi & Wilson, 2008). This project highlights the lack of awareness of this role by librarians and the tendency of librarian to diminish the importance of this role in the work of a librarian. A broader study including librarians from urban and suburban libraries and communities would be helpful to further reveal the importance and influence of this empathetic support.

5.3.4 RQ4: What empathy and support do rural librarians want to provide rural young adults?

My fourth research question asked what types of empathy and support would rural school and public librarians like to provide young adults during their interactions with young adults in the library.

5.3.4.1 Wanted Empathy and Support: Information Resource

Librarians assist young patrons with their information needs every day. Indeed the reference interview is one of the standards of any MLIS student's education (Dervin & Dewdney, 1986; Taylor, 1968). Whether is face-to-face on the reference desk or virtual through Ask a Librarian or text messaging, librarians help young patrons satisfy their information needs through the print and digital resources that they have available (Melchionda, 2007; Radford, 2006). Librarians have learned to adjust the provision of information in this new digital world by incorporating social media, texting, and Makerspaces into their libraries' services (Cahill, 2011, Forte, Agosto, Dickard, & Magee, 2013, Sebrine et al., 2013).

Although librarians stated that they believed they already provide high quality library services to young adult patrons, they saw areas for improvement. As demonstrated through codes relating to “more training”, “more collaboration between teachers and librarians”, “changing needs” and simply “wanting to do more” within the library setting, librarian spoke to the professional and personal expectations that they have for their informational role in the library. During discussions about cyberbullying, digital citizenship, and life skills, librarians were eager to discuss ways in which they could add to or improve the services they are currently providing young adults. Librarians wanted to provide more and different types of information to teens by supplementing the print and digital resources that they had. Many of the librarians recognized that the information needs of young adults are changing and that librarians must be aware of these evolving needs. While librarians were largely focused on the more traditional provision of information such as through collection development, readers’ advisory, and technology support, they were also keenly aware of the impact that technology has had on the provision of information and the more digitally focused information needs of young adults. This staying current and wanting to know more about what information teens need from actual teens is expressed by Ashley, a public librarian, in the following quote from an interview, “If I’m missing the boat and something’s out of date, you (the teens) have to tell me. I don’t know because I’m old. If I’m really off base with something and we’re not doing the type of programming you want, you need to tell me.”

Part of the interviews and videos highlighted the increased awareness librarians had of the changing information demands of young adults. Partially this informational role speaks to another code of “balancing professional and emotional” because in some of the examples provided by the participating librarians, the information requested was of a more personal and

less school-oriented direction. This is one instance where relational communication theory is demonstrated as the librarian providing information with both content dimension (the information shared) and relational dimensions (how the information is communicated). This project is one small step towards beginning discussions about the interconnectedness of information sharing and positive relationship building between librarians and young adults.

5.3.4.2 Wanted Empathy and Support: Instructional Resource

Librarians support young adult patrons through instruction in the form of formal in-house programing, in-class visits, informal one-on-one guidance, and through librarian-designed bookmarks, flyers, and handouts (Young Adult Library Services Association, 2015). Cyberbullying and digital citizenship education are two areas where librarians are beginning to turn their attention (Agosto et al., 2012). Whether librarians are assessing cyberbullying as a media literacy challenge or online safety danger, they are creating tailor-made programming and formal instruction to educate teens, parents, and members of their community (Bhat, Chang, & Linscott, 2010; Childnet International, 2007). Often this instructional role is focused on young adult patrons, but librarians do and should provide resources for the support system of a teen that includes teachers, families, and communities (D'Auria, 2014).

Like serving as an information resource, participating librarians also wanted to improve the quality and quantity of their instructional and educational role. This awareness seemed most obvious among school librarians. The codes "supporting teachers", "library leadership", and "advocating for teens" demonstrate this increased need to support young adults through education that is tailored to their needs. School librarians spoke frequently about wanting to take up more of a teacher role whether in the classroom or teaching within the library. Public librarians focused more of improvements that could be made to in-house programming,

particularly education about life skills, college readiness, and career support. This type of desired programming appeared in conversations with librarians who wanted to assist young adults in their lives post-young adulthood. They realized that this education is not being satisfied in schools or through other community organization and believed that it is up to the public library to assist in some way. As Lisa, a public librarian noted, "We would like to see more movement towards getting them prepared for life after high school or even in high school. Like, how to do a job interview, how to dress for an interview, how to do a resume. These are the types of programs that we tend to have teens turn out for".

Throughout librarian interviews and video entries, the participants demonstrated an intense awareness of understanding young adult behavior, inclinations, habits, and emotional-psychological maturity. This awareness suggests that a compassionate and empathetic relationship exists between librarians and their young adult patrons. Using these relationships, librarians hoped to designed and conduct instructional programming that best met the needs of their young patrons. There was not a suggestion that librarians designed and conducted a formal scan of the information and instructional requests of local teens. Instead, librarians hoped to design and provide programming and instructional services based upon personal interactions and exchanges with their teen patrons.

5.3.4.3 Provided Empathy and Support: Social/Emotional/Psychological/Empathetic

For librarians, providing social, emotional, and psychological support typically goes along with other provided services such as readers' advisory, one-on-one tutorials, library design, and informal conversations during programming (Cesari, 2014; Cronin, 2001; Jennings & Greenberg, 2009; Jones, 2008). While this support is rarely highlighted in LIS literature, it can be seen in various articles regarding dealing with sensitive topics, supporting troubled teens, and

in the construction of a young adult collection (Jones & Delahanty, 2011; Juntunen & Saarti, 2000). Librarians as an empathetic and compassionate figure in the library have a long and complicated history, dating back to Maxfield's (1954) recommendation for Counselor Librarians in academic libraries. Empathy's connection to librarianship appears in the LIS literature through the work of a few British researchers who looked specifically about public libraries, empathy, and social inclusion (Briony Birdi & Wilson, 2008; B. Birdi & Wilson, Hin Man Tso, 2009; Wilson & Birdi, 2008). Even at times borrowing from the fields of business, psychology, communication, some LIS researchers have sought ways to improve the social, emotional, and psychological support they provide patrons of all ages (Maxfield, 1954; McGuigan, 2002; Radford, 1996). In the last few years, larger public libraries have introduced in the concept of including social workers or social work philosophies in the services these libraries provide patrons (Nemec-Loise, Jenna, 2014;Westbrook, 2015).

Empathetic services, those structured activities carried out one-on-one or in groups and everyday unstructured interactions in which the role of the librarian is to provide social, emotional, and psychological support, can be seen as regularly provided as a result of interviews and videos with participating librarians. Both school and public librarians discussed the one-on-one support they provide students through technology tutorials, readers' advisory, casual interactions in the library, and during programing. Librarians also discussed their use of library space to provide a comfortable, safe, and welcoming environment for their teen patrons. Participating libraries recognize that the relationship that they have with teens is different that the relationship teens have with teachers, parents, and school administration. As Jessica, a middle school librarian noted "I have a good relationship with the students. It's different from student's relationship with teachers. They can talk to me or [other librarian in school library] about things

they may not be able to with a teacher. I have a lot of students who come in that maybe don't get the attention they need in the classroom. But they get it in the library." However, librarians often diminished or overlooked this supportive role they play in the lives of young adults. Instead, the librarians focused on the informational and instructional support they offer students. The participating librarians appeared to struggle when articulating how they support students on a more personal, social-emotional level even though they offer anecdotes about students sharing personal and sometimes private information with them.

Even though the rural librarians could not clearly identify the social/emotional/psychological or more empathetic support they provide young patrons, this type of support emerged through the librarians' interviews and videos as necessary when working with teens. This is particularly true when the librarians highlighted the types of support they would like to offer teen patrons in their library. The librarians were uniquely aware of the social, emotional, and psychological development of the teens they serve. While the librarians may not have been able to label this support, they appeared to be conscious of the impact the work they had on teen patrons and saw their work as having some role in the happiness and wellbeing of these patrons. In short, their professional work mattered and the health and happiness of their young patrons mattered to the librarians.

5.3.5 What Happened to Cyberbullying?

This project began as an exploration of how rural school and public librarians can be a source of support for rural cyberbullied young adults. However, very quickly in the interviews with rural librarians, the conversations turned away form specific support for cyberbullied rural young adults and turned towards more general support for rural young adults. The librarian participants reflected upon the services they provide their young adult patrons and spoke about

the ways in which they provided social, emotional, and psychological to all patrons, not just troubled, awkward, or otherwise outsider young adults. They provided this support while performing different roles including educational, instructional, and mentoring. Overall, what emerged from the interviews with the rural librarians participants are expressions of everyday support for rural young adults. Often, without being fully aware, the participants highlight the manner in which they provided comfort, encouragement, and reassurance for their rural young adult patrons on a day-to-day basis.

Because the rural librarian prompts for the structured video autoethnography contained specific questions about support for cyberbullied rural young adults, those discussions typically stayed focused on their support for young cyberbullied victims. In their responses to the provided prompt, the rural librarian participants carefully explained what they would do in a situation involving a cyberbullied young adult. In each of participant's video, they carefully balanced their professional and emotional boundaries. Yet, even in these videos, the rural librarians offered examples more general support that they provide rural young adult patrons on a regular basis. Perhaps the participating rural librarians were better able to see themselves as playing a supportive role on a broader scale than strictly focusing on supporting cyberbullied young adults. In many ways, their support of cyberbullied young adults was swift and to the point. Because Georgia librarians are mandatory reporters, the participants were quick to include references to being mandatory reporting and seeking outside help (e.g. DEFACS, school guidance counselors) if a cyberbullying situation arose.

5.3.6 What Happened to the Rural Context?

Despite the rural context shaping the communities in which patrons need support, the rural librarians rarely mentioned or acknowledged their rural location. This was a surprising

finding because this study focused specifically on rural librarians and rural young adults. The expectation was that the librarian participants would discuss their rural environment and various pros and cons of working within this type of environment. While a few of the rural public librarian participants discussed the rural communities that their librarians served, only two of these librarians spent significant time discussing their rural environment and population. The rural school librarians did not mention the rural community outside of their school. Instead, these participants focused on the school environment including administration, teachers, and students.

5.4 Limitations and Reflective Considerations

This study is exploratory and used two qualitative methods for data collection and analysis. Quantitative methods were not be used in this project. As a result, the findings are not generalizable to the entire young adult or librarian populations. Data collection occurred in four rural counties of Southwest Georgia and involved rural young adults and rural librarians. Because this study focuses on rural youth and librarians, the experiences, thoughts, and beliefs of urban and suburban teens and librarians are not reflected in the findings. Instead, this dissertation offers directions for further research and recommendations for practitioner application.

This study focused on the complex and controversial topic of cyberbullying, as well as the sensitive subject of social, emotional and psychological support of cyberbullied victims. At times, some young adult and librarian participants appeared reluctant to share personal stories and reflections with the researcher (DiCicco-Bloom & Crabtree, 2006). Participating young adults may have been concerned that the researcher would share these narratives with parents, teachers, or friends, while librarians may have been concerned about the impact of sharing personal views and/or opinions may have had on their job. Researching sensitive topics can be an emotional and experience for both participants and researchers (Dickson-Swift et al., 2007).

Developing and maintaining rapport with the participants is essential to avoid negatively impacting the quality of data collected and negatively affecting the mental and emotional health of participants (DiCicco-Bloom & Crabtree, 2006; Dickson-Swift et al., 2008). Through intensive reading appropriately about ethically interviewing minors about sensitive topics and the challenges of sensitive research, the researcher developed a plan for potential emergency situations encountered while interviewing (i.e. dealing with distressed teen participants).

Along with providing room for category and code development, participating in journaling allowed me to be a more reflexive researcher. Due to the sensitive nature of cyberbullying and the emotional experiences of young adults, this journal provided me with a location to deal with the emotional toll of research. The emotional challenges of research and being a researcher are rarely openly discussed in LIS literature but can be found in other fields such as women's studies (England, 2008; Grant, 2014). Particularly when researching sensitive topics and involving a young population, data collection and analysis can become a very tiring and emotionally draining experience for a researcher. For me, this occurred frequently during this research project's data collection and analysis. Additionally, the Southwest Georgia region is both home and a former work environment for me. Because of this, the diary-like method of autoethnography offered me a place to evaluate my own prejudices and assumptions related to the research location and environment.

5.5 Conclusion

Rural school and public librarians provide a variety of services to their young adult patrons. This small, exploratory project examined the provided and wanted library services from the perspective of rural young adults and the provided and wanted library services from the perspective of rural school and public librarians. The provision of these services are supported by

empathetic services, the structured activities carried out one-on-one or in groups and everyday unstructured interactions in which the role of the librarian is to provide empathy. This project is an early investigation into concept of empathetic services and its role in librarian support of young adults.

5.5.1 Future Directions for Research

Future directions for research include a broader study involving urban and suburban librarians and young adults, which would highlight any similarities and differences regarding empathetic services that may exist between these different types of communities and libraries. In future research, I will continue to test out the relational communication theory and empathetic services models that I have developed during this project. Additionally, because teen mentorship by librarians emerged as major theme and currently lacks research, I see another exploratory study investigating librarian mentorship of teens and the impact of this mentorship for both librarians and teens.

Another future direction for research is the potential to use relational communication theory as a framework for understanding empathetic services and librarian-patron interactions. Relational communication theory provides support for the need to provide empathetic services. Through interpersonal communication and the expression of verbal and nonverbal signals, librarians are able to offer empathy, compassion, and social-emotional support to patrons while at the same time performing their informational and education roles. Using this theory as a framework, we can see how information not simply passed along from sender to receiver without containing any social, emotional, or psychological aspects. Instead, relational communication theory demonstrates that information transition is a complex and, sometimes, emotionally filled experience. The theory has ties to research by established LIS researchers such as Dervin (1992),

Kuhlthau (1991), and Taylor (1968). As Kuhlthau (1991) discussed in the process of information seeking, from the user's perspective, is composed of cognitive and affective elements. In each stage of her information search process (ISP), a user or, relating it to the present project, a young adult experienced feelings such as uncertainty, optimism, frustration, and relief (Kuhlthau, 1991). These are feelings that a librarian helps assuage through interpersonal communication and empathy at the circulation or reference desk.

Additional directions for future research include exploring librarians and concepts of help. Librarianship has been considered a service profession, a service-oriented profession with the goal of assisting patrons (Asheim, 1979). More exploration is needed in librarians as providers of help and how they understand this provision of help. Another direction for research is the idea of empathy as a teachable skill. There has been much discussion regarding the teaching of empathy within healthcare professions (Hojat et al., 2002; Ozcan, Oflaz, & Bakir, 2012). Could empathy and empathetic services be taught with an MLIS course? Would there be a benefit to adding training about empathy and empathetic services to a MLIS program? Several of the rural librarians participating in this study discussed the lack of education they had received about empathy and support within their MLIS coursework and on the job. These rural librarians also expressed an interest in receiving more training in these areas. Research focusing on these questions would benefit not only LIS research but also librarianship as a profession.

5.5.2 Implications for Practice

There are several implications of this research for librarianship practice. This project reveals the important role of empathy in providing library services to young adults. It presents the concept of empathetic services as one way to describe the empathy that is offered to young adults in the library. This exploratory project reveals the way in which all library services,

particular those for young adults, are supported by empathetic services and empathy in library. This project also reveals the lack of training these participating librarians believe they have had regarding empathetic services and social, emotional, and psychological support. Whether this gap is a result of training lacking in MLIS programs or on the job, the interviews and video entries of these librarian demonstrate that the participants believe that their work could be improved by additional professional development training that could better assist them in providing empathetic services to teens.

5.5.3 Implications for Research

There are several implication for this research for the field of LIS. By offering a term, "empathetic services", and clear definition, this project will aid in fostering communication about empathy in the library within the overall library community. Through the introduction of empathy in the library, other researchers could continue investigations into this infrequently research but important role within librarianship. Finally, this project presented a rarely used qualitative method in LIS, autoethnography, as one possibility for conducting compelling and thoughtful research with different population groups.

APPENDIX A

QUESTIONS FOR LIBRARIAN PARTICIPANTS (~45 MINUTE INTERVIEW)

1. What do you believe is the librarian's role in supporting teens?

   How do you provide general support for teens that use your library?

2. How would you describe your relationship with your teen patrons?
3. Do you think your relationships with teen patrons are mostly positive or negative? What are some examples of your interactions with teens?
4. Which areas do you believe librarians currently provide adequate support for teens?
5. Which areas do you believe librarians currently do not provide adequate support for teens? □
6. Which areas do you believe librarians currently provide adequate support for cyberbullied teens?
7. Which areas do you believe librarians currently do not provide adequate support for cyberbullied teens? □
8. What types of support do you think librarians should provide cyberbullied teens? □
9. Do you believe this support should be expanded or improved?

   If "yes" response, what are some ways you feel the support could be improved?

   If "no" response, why do you think that current support is adequate or that librarians have no need to improve? □

APPENDIX B

STRUCTURED AUTOETHNOGRAPHY PROMPT

LIBRARIAN PARTICIPANTS

Instructions:

You are asked to record one video entry. This video should be approximately10 minutes, but you may talk as long as you like. These questions are intended to serve as a guide for your responses. First, read over the following questions. Then, record your responses to these questions reflecting on your experience using social media. If you feel unsure of a question, please skip the question or reply in a way that feels more comfortable to you. **Only the researcher will hear what you say during this video. This video will not be available to the public or anyone else.**

Questions:

1. What types of cyberbullying have you experienced or witnessed while on social media? **Do not use full names or identify people. Only use first names or general descriptions.**
2. What types of support do you currently provide teens?
3. What types of support do you think librarians should offer teens?
4. What if you suspect that a teen/student is a victim of cyberbullying, what resources would you provide him or her to help end or cope with the bullying?
5. What would you do if a teen/student reported being cyberbullied or witnessing cyberbullying to you?

After you have recorded this video entry, please upload the video to **https://dropbox.ucs.fsu.edu/dropoff.php**. If you have any questions, problems, or concerns, please contact the researcher by e-mail ***@my.fsu.edu or by phone (***) ***-****.

Thank you for your participation!

Abigail Phillips

School of Information

Florida State University

APPENDIX C

QUESTIONS FOR YOUNG ADULT PARTICIPANTS (~30 MINUTE INTERVIEW)

1. What are some positive experiences you've had while on social media? What happened?
2. What are some negative experiences you've had while on social media? What happened?
3. Have you seen or experienced cyberbullying?
    a. If "yes" response, what happened? What did you do? How did you or the person experiencing cyberbullying cope or get support?
    b. If "no" response, what do you consider "cyberbullying"? Have you seen or experienced aggressive behaviors (trash talk, flaming, cruelty, violent messages) while on social media?
4. Do you think adults should help cyberbullied young adults?
    a. If "yes" response, how?
    b. If "no" response, why not? Who should?
5. How often do you use the library (days per week, month, year)? What do they do at the library?
6. Are your friends and family library users? What do they do at the library?
7. Do you think librarians could support cyberbullied young adults?
    a. If "yes" response, how?
    b. If "no" response, why not?
8. Do you think librarians should support cyberbullied young adults?
    a. If "yes" response, how?
    b. If "no" response, why not? Who should?

APPENDIX D

STRUCTURED AUTOETHNOGRAPHY PROMPT

TEEN PARTICIPANTS

Instructions:

You are asked to record one video entry. This video should be about 5 to 10 minutes long, but you may talk as long as you like. These questions are intended to serve as a guide for your responses. First, read over the following questions. Then, record your responses to these questions reflecting on your experience using social media. If you feel unsure of a question, please skip the question or reply in a way that feels more comfortable to you. **Only the research team will hear anything you say during this video. The video will not be available to the public or anyone else.**

Questions:

1. Have you experienced cyberbullying while on social media? If yes, what happened? Have you ever witnessed cyberbullying while on social media? If yes, what happened? What types of harassment have you experienced or witnessed while on social media? Do you think cyberbullying is a problem among today's youth? Why or why not? **Do not use full names or identify people. Only use first names or general descriptions.**
2. What if you had a friend being harassed on social media, what advice would you give them to help stop it? How would you help this friend? Do you think cyberbullying can be stopped? Do you think cyberbullying can be prevented?
3. What if someone harassed you on social media, would you go to someone for help? If yes, who? Why would you go to this person? How do you think they could help you?

4. What information do you think would be the most helpful to someone being cyberbullied? Why? Who do you think would be the most helpful? Why?

After you have recorded this entry, please upload the entry to https://dropbox.ucs.fsu.edu/dropoff.php. If you have any questions, problems, or concerns, please contact the researcher by e-mail ***@my.fsu.edu or phone (***) ***-****.

Thank you for your participation!

Abigail Phillips

School of Information

Florida State University

APPENDIX E

IRB APPROVAL FORM

Office of the Vice President For Research
Human Subjects Committee
Tallahassee, Florida 32306-2742
(850) 644-8673 · FAX (850) 644-4392

APPROVAL MEMORANDUM

Date: 05/14/2015

To: Abigail Phillips

Address:

Dept.: INFORMATION STUDIES

From: Thomas L. Jacobson, Chair

Re: Use of Human Subjects in Research
The Empathetic Role of Librarians: Supporting Rural Cyberbullied Young Adults (Working Title)

The application that you submitted to this office in regard to the use of human subjects in the research proposal referenced above has been reviewed by the Human Subjects Committee at its meeting on 04/08/2015
Your project was approved by the Committee.

The Human Subjects Committee has not evaluated your proposal for scientific merit, except to weigh the risk to the human participants and the aspects of the proposal related to potential risk and benefit. This approval does not replace any departmental or other approvals which may be required.

If you submitted a proposed consent form with your application, the approved stamped consent form is attached to this approval notice. Only the stamped version of the consent form may be used in recruiting research subjects.

If the project has not been completed by 04/06/2016 you must request a renewal of approval for continuation of the project. As a courtesy, a renewal notice will be sent to you prior to your expiration date; however, it is your responsibility as the Principal Investigator to timely request renewal of your approval from the Committee.

You are advised that any change in protocol for this project must be reviewed and approved by the Committee prior to implementation of the proposed change in the protocol. A protocol change/amendment form is required to be submitted for approval by the Committee. In addition, federal regulations require that the Principal Investigator promptly report, in writing, any unanticipated problems or adverse events involving risks to research subjects or others.

By copy of this memorandum, the chairman of your department and/or your major professor is reminded that he/she is responsible for being informed concerning research projects involving human subjects in the department, and should review protocols as often as needed to insure that the project is being conducted in compliance with our institution and with DHHS regulations.

This institution has an Assurance on file with the Office for Human Research Protection. The Assurance Number is IRB00000446.

Cc: Marcia Mardis <mmardis@fsu.edu>, Advisor
HSC No. 2015.14881

APPENDIX F

SAFETY PLAN FOR YOUNG ADULTS

This research is being conducted in Georgia and will follow the state's cyberbullying laws and policies. The Department of Education in Georgia requires each school district to have policies in place regarding prohibition of bullying (face-to-face and online), handling bullying incidents, consequences of bullying activities, and procedures on informing the parent/guardian of both the victim(s) and perpetrator(s). School administrators, teachers, librarians, and staff are required to report credible harassment or bullying of a student. Like school librarians, public librarians are mandatory reporters of suspected child abuse. Although the researcher is not an employed public librarian in the state of Georgia, she will make every effort to report specific cases of cyberbullying to a parent/guardian, school principal, or police. However, the researcher will only report a case of cyberbullying if requested to do so by the participant.

- If a young adult participant reports an on-going or past cyberbullying, specific situation, the researcher will ask the participant if he/she would like the cyberbullying to be reported to his/her school principal. The cyberbullying behaviors will only be reported at the participant's request.
- If the participant requests his or her cyberbullying experience reported, the researcher will contact the school principal where the participant attends school and/or the parent of the participant.
- If the participant does not want the cyberbullying reported, the researcher will encourage the participant to share these experiences with a parent, teacher, or school counselor. The researcher will provide the participant with the names and phone numbers of the middle and high school principals and school counselors within the local school district.

The participant will be reminded at the beginning of the interview that participation is voluntary and that the interview can end anytime he/she wants. During the conversation, the researcher will observe the participant's facial features, gestures, and body language for signs of distress. If signs appear, the researcher will again remind the participant of the voluntary nature of the interview.

If a young adult participant becomes extremely distressed during an interview, the researcher will pause the interview. The participant will be encouraged to take a 10-minute cool down period. This will provide the participant an opportunity to excuse him or herself to visit the restroom, check his/her phone, read, listen to music, and/or stretch. These interviews will take place in a private room of the local public library. The resources at this library will also be available to the participant to help with relaxation. These resources include books, music, quiet spaces, computers, and games.

After this 10 minute cool down, the researcher will ask if the participant would like to continue the interview. If the participant would like to continue, the interview will restart.

If the participant does not wish to continue, the interview will end. Once the interview ends, the researcher will ask if the participant would like a parent or guardian contacted. If the participant would like a parent or guardian called, the researcher will use a phone number provided on the parental/guardian permission form. The researcher will provide the participant with a list of local bullying support groups, therapists, school counselors, and relevant local youth organizations. The researcher will encourage the distressed participant to reach out to someone about his/her experience.

If the participant does not want anyone to be contacted, the researcher will give the participant time to calm down and become comfortable before leaving the interview room. The

researcher will also provide the youth with a list of local bullying support groups, therapists, school counselors, and relevant youth organizations.

One week after the interview, the researcher will contact the participant by a phone number or e-mail address provided by the participant. During this phone call or e-mail, the researcher will ask the participant how he/she has been feeling since the interview. The researcher will also ask if there is anything the she can do to help, such as providing additional resources, groups/organizations to contact, and/or other information.

APPENDIX G

ASSENT FORM FOR YOUTH

My name is Abby Phillips. I am a student researcher from Florida State University. I am asking if you would like to take part in a research study called "Social Media and Supporting Teens", which is about how to provide help for cyberbullied teens. Please read this form and ask any questions you may have before agreeing to take part in this study.

Procedures:

If you do agree, you will take part in in a 30-minute conversation with me. You will be asked about your social media use and experiences being cyberbullied and/or witnessing cyberbullying. You will also be asked about the effects of cyberbullying. You do not have to share about anything you are uncomfortable discussing. This study may help librarians and other adults learn ways to help victims of cyberbullying.

After this interview, you will record one video entry using your smart phone, laptop, or other device. I will provide you with a short list of questions for you to respond to during the video. Recording this video should take about 10 minutes. After you finish recording, you will upload the video to a secure website. The researcher will only use the video for transcription purposes. Your video will only be accessible by the research team. No one else will see this video. Your video will not be available to anyone else. Once your video has been transcribed, it will be deleted.

Please talk this over with your parents or guardians before you decide whether or not to participate. We have asked your parents or guardians to give their permission for you to take part

in this study. But even if your parents or guardians say, “yes” to this study, you can still decide to not take part and that is okay.

Risks and Benefits:

The risks in this study are questions about cyberbullying, consequences of cyberbullying, and “what if” cyberbullying scenarios that may be somewhat sensitive. You will be asked about your experiences being cyberbullied and/or witnessing cyberbullying. You will also be asked about the effects of cyberbullying. You do not have to share these experiences if you do not feel comfortable doing so. If you feel uncomfortable at any point while recording the video or discussion, you can end participant.

You will receive a $25 gift card upon completion of the interview.

Confidentiality:

In anything I may publish, I will not include any information that will make it possible to identify you. Your name will never be revealed during reporting of this research. All documents will be stored securely and only the research team will have access to these documents.

The records of this study will be kept confidential to the extent permitted by law. Videos will only be used by the researcher to take notes and will only be seen by researcher team. In no way will these records be available to others or made public. After the video and audio recordings have been transcribed, they will be deleted.

It will not be possible to figure out your responses once the videos have been transcribed. All documents will be kept securely for one (1) year after this study ends in a password-protected

laptop accessible only the researcher. At the end of this one-year period, all video and audio transcripts will be deleted.

If you discuss a specific ongoing or previous case of cyberbullying during the video or interview, the researcher will make every effort to report this cyberbullying experience to a parent/guardian or school principal. However, the researcher will only report a case of cyberbullying experience if you ask her to report it. Your consent is important to the researcher.

Voluntary Nature of the Study:

If you do not want to be in this study, then you do not have to participate. This study is voluntary, which means that you decide whether or not to take part in the study. Being in this study is up to you, and no one will be upset in any way if you do not want to participate or even if you change your mind later and want to stop.

Contacts and Questions:

You can ask any questions that you have about this study. If you have a question later, you are encouraged to contact me at 142 Collegiate Loop, Tallahassee, FL 32306, (***) ***-****, ***@my.fsu.edu. My advisor is Dr. Marcia Mardis, and you can reach her by e-mail: mmardis@fsu.edu or phone: (850) 644-3392.

If you have any questions or concerns about this study and would like to talk to someone other than me, you are encouraged to contact the FSU IRB at 2010 Levy Street, Research Building B, Suite 276, Tallahassee, FL 32306-2742, or 850-644-8633, or by email at humansubjects@fsu.edu.

Signing your name at the bottom means that you agree to be in this study. You and your parents will be given a copy of this form after you have signed it.

____

Name of Participant (please print)

_____________________________ ______________

Signature of Participant Date

____________________________ _______________

Signature of Researcher Date

APPENDIX H

PARENT/GUARDIAN PERMISSION FORM

My name is Abigail Phillips, and I am a doctoral student from the School of Information at Florida State University. Your child is invited to be in a research study about how librarians can be a source of support for cyberbullied teens. We are asking that your child to take part because he/she is in the age group we want to study. We ask that you read this form and ask any questions you may have before agreeing to allow your child to take part.

Procedures:

The purpose of this study is to find out what types of support teens think would best help cyberbullied teens. It is also designed to find which types of support librarians believe they should provide cyberbullied teens. If you agree to allow your child to participate, he/she will participate in a 30-minute discussion with me. Your child will be asked to briefly discuss what he/she defines as cyberbullying, his/her experiences being cyberbullied and/or witnessing cyberbullying, and what advice or help your child would give a cyberbullied friend. This discussion will be audio recorded by the researcher. After the audio recording has been transcribed, this recording will be deleted.

After this interview, your child will be asked to record a single 10-15 minute video entry. Then, your child will upload this video to a secure website. This video will only be used by the researcher for transcription purposes and will only be accessible by the research team. This video will not be available to anyone else. Once your child’s video has been transcribed, the video will be deleted.

Risks and Benefits:

The risks in this study are questions about cyberbullying, consequences of cyberbullying, and "what if" cyberbullying scenarios that may be somewhat sensitive. Your child will be asked about his/her experiences being cyberbullied and/or witnessing cyberbullying. Your child will also be asked about his/her thoughts regarding the effects of cyberbullying. It is not necessary that your child have experience with bullying or cyberbullying. Your child does not have to share these experiences if he/she does not feel comfortable doing so. If your child feels uncomfortable at any point during the video recording or discussion, he/she can end participation.

While there are no direct benefits to you or your child if he or she takes part in the study, the study's findings may help librarians and other adults learn ways to improve the help currently provided to young victims of cyberbullying.

Compensation:

Each child in this study will receive a $25 gift card upon completion of his or her participation. Your child also may receive credit for volunteer or community service hours if desired.

Confidentiality:

The records of this study will be kept private and confidential to the extent permitted by law. In any sort of report I may publish, I will not include any information that will make it possible to identify you or your child. Your or your child's name will never be revealed during reporting of this research. All documents will be stored securely and only the research team will have access to these documents.

The videos will only be used by the researcher for transcription purposes and will only be accessible by research team. In no way will these videos be available to others or made public. After the video and audio recordings have been transcribed, they will be deleted.

It will not be possible to figure out your child's responses once his or her video has been transcribed. All documents will be kept securely for one (1) year after this study ends in a password-protected laptop accessible only the researcher. At the end of this one-year period, all video and audio transcripts will be deleted.

If your child discussed a specific ongoing or past case of cyberbullying during the video or interview, the researcher will make every effort to report this cyberbullying experience to you or a school administrator. The researcher will only report a case of cyberbullying experience if your child requests her to do so. The consent of your child is important to the researcher.

Voluntary Participation:

Your child's participation in this study is completely voluntary. Your child may skip any questions he or she doesn't feel comfortable answering. Your decision whether or not to allow your child to take part will not affect your current or future relationship with Florida State University or with your child's school. If you decide to allow your child to take part, your child is free to not do the interview or video, skip any questions, or stop at any time. You are free to withdraw your child at any time without affecting your relationship with the University or your child's school.

Contacts and Questions:

The researcher for this study is Abigail Phillips. You may reach her at (***) ***-****, or

***@my.fsu.edu. Please feel free to ask any questions you have now, or at any point in the future. You may also contact her advisor, Dr. Marcia Mardis, by e-mail: mmardis@fsu.edu or phone: (850) 644-3392. If you have any questions or concerns about your child's rights as a research subject, you may contact the FSU Institutional Review Board (IRB) at 850-644-8633 or you may access their website at http://www.fsu.research.edu. You will be given a copy of this consent form for your records.

Please write your child's name and sign below if you give consent for your child to participate in this study.

Your child's name: ________________________

Your signature _______________________________ Date _____________

Researcher signature ___________________________ Date _____________

APPENDIX I

ADULT CONSENT FORM

You are invited to participate in a research study of cyberbullying and librarian support for cyberbullied young adults. You have been selected as a possible participant because you work as a professional librarian in a rural community. Please read this form and ask any questions you may have before agreeing to be in the study. This study is being conducted by Abigail Phillips, Doctoral Candidate, School of Information, Florida State University.

Background Information:

The purpose of this study is to understand what types of support librarians believe should be provided to cyberbullied young adults. The perspectives of young adults, school, and public librarians are necessary to improve these support services.

Procedures:

If you agree to be in this study, we would ask you to do the following things: (1) record one video entry lasting about 15 minutes, and (2) participate in an approximately 45 minute interview session with the researcher. This interview will occur one week after you complete recording the video entry and will take place in a private room in the local public or school library. This interview can occur during or outside of your work hours. The researcher will fit her schedule to whatever time and day work best for you.

Risks and Benefits:

The study has minimal risks. You may be asked sensitive questions about cyberbullying including experiences with cyberbullied young adults and "what-if" scenarios. If you feel uncomfortable at any time with the questions or your responses, you do not have to respond or may respond in a way that feels more comfortable to you. The benefits to your participation

include advancing the librarian profession and discovering ways to improve the services you currently provide young patrons.

Compensation:

You will receive payment in the form of a $25 gift card. You will receive this payment upon completion of interview with the researcher.

Confidentiality:

The records of this study will be kept confidential to the extent permitted by law. In anything I may publish, I will not include any information that will make it possible to identify you, your school and/or library. Your name or the name of your school and/or library will never be revealed during reporting of this research. All documents will be stored securely and only the research team will have access to these documents.

Videos will only be used by the researcher for transcription purposes and will only be seen by research team. In no way will these videos be available to others or made public. After the videos have been transcribed, they will be deleted.

It will not be possible to identify your responses once the video has been transcribed. All documents will be kept securely for one (1) year after this study ends in a password-protected laptop accessible only by me. At the end of this one-year period, all video and audio transcripts will be destroyed.

Voluntary Nature of the Study:

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University or your library/school system. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

Contacts and Questions:

The researcher conducting this study is Abigail Phillips. You may ask any question you have now. If you have a question later, you are encouraged to contact her at 142 Collegiate Loop, Tallahassee, FL 32306, (***) ***-****, ***@my.fsu.edu. Her advisor is Dr. Marcia Mardis. You may contact her by e-mail: mmardis@fsu.edu or phone: (850) 644-3392.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, you are encouraged to contact the FSU IRB at 2010 Levy Street, Research Building B, Suite 276, Tallahassee, FL 32306-2742, or 850-644-8633, or by email at humansubjects@fsu.edu

You will be given a copy of this information to keep for your records.

Statement of Consent:

I have read the above information. I have asked questions and have received answers. I consent to participate in the study.

____________________ ____________________

Signature of Participant Date

____________________ ____________________

Signature of Researcher Date

APPENDIX J

INTERVIEW TRANSCRIPT LIBRARIAN CATEGORIES AND CODES

Interview Transcript Librarian Categories and Codes	
Category	*Code*
Librarian Roles	Balancing professional and emotional
	Referring teens to other adults
	Library leadership
	Changes in needs for librarian support
	Supporting teachers
	Supporting parents
	Collection Development
	Formal instruction/development
	What librarians "should" do
	"Traditional" librarian work
	Advocating for teens
Empathetic support	Understanding teens
	Relating to teens
	Customer service
	Impact on teens
	Impact of working with teens on librarians
	Informal instruction (one-on-one w/teens)
	Helping
	Listening
	Talking
	Respecting
	Worrying about teens
	Offering encouragement and reassurance
	Library space
	Mentoring
	Learning from parenting
Relationships	Teens
	Teachers
	Parents
	School admin
	Church/religion
Rural Libraries	Importance of community
	What rural libraries provide community
	Challenges

APPENDIX K

INTERVIEW TRANSCRIPT YOUNG ADULT CATEGORIES AND CODES

Interview Transcript Young Adult Categories and Codes

Category	*Codes*
Classification	Male/female differences Identifying “drama” Dating/relationship conflicts Toxic people online Victims Bullies Dual nature of cyberbullying As going away with maturity
Relationships	With friends With adults Characteristics of a “helpful adult” Importance of religion/faith
Dealing with cyberbullying/drama	Diminishing “Not letting it get to you” Education in school Male/female differences Dealing with it alone Ignoring it Avoiding it SMS features Reporting to friends Reporting to an adult Not reporting to an adult
Libraries and librarians	Information source Education about cyberbullying/bullying (in public libraries) Education about cyberbullying/bullying (in school libraries) Teen volunteering/helping in the library Conversation Advocacy for teens Meeting space/study space “Just for books” Relationship with librarian

APPENDIX L

VIDEO AUTOETHNOGRAPHY TRANSCRIPT LIBRARIAN CATEGORIES AND CODES

Video Autoethnography Transcript Librarian Categories and Codes	
Category	*Code*
Experiencing/witnessing cyberbullying	Dealing/coping with cyberbullying/drama Drama among adults Understanding adult online aggressive behaviors Not understanding adult online aggressive behaviors
Librarian roles	Balancing professional and emotional Referring teens to other adults Mandatory reporting Library leadership "Changing needs" Collection development Formal instruction/programming What librarians "should" do "Traditional" librarian work Collaboration Advocating for teens
Empathetic support	Understanding teens Relating to teens Customer service Impact on teens Helping Listening Talking Respecting Worrying about teens Diminishing empathetic support Offering encouragement and reassurance Library space
Rural libraries	Importance of community What rural libraries provide community Challenges

APPENDIX M

VIDEO AUTOETHNOGRAPHY TRANSCRIPT YOUNG ADULT CATEGORIES AND CODES

Video Autoethnography Transcript Young Adult Categories and Codes

Category	*Code*
Experiencing/Witnessing Cyberbullying	Drama among peers Understanding bullies Understanding victims Labeling cyberbullying Not understanding cyberbullying
Reporting cyberbullying	Dealing with it alone Relationships Reporting to an adult Reporting to a friend When to report Why not to report Whom to select to report
Dealing/coping with cyberbullying	Passive ways to cope Self-censorship Using SNS features Diminishing cyberbullying Reporting to someone
Empathetic support	Support from friends Support from groups Support from adults Providing support to friends Communication/talking

APPENDIX N

MASTER LIST OF CATEGORIES AND CODES: LIBRARIANS

Next to the codes "I" indicates that the code came from interviews with librarians or young adults. The "V" indicates that the code came from the video autoethnography with librarians or young adults. I/V indicates that the codes were found in both the interviews and video autoethnographies.

Master List of Categories and Codes: Librarians

Category	*Code*	*Illustrative Quotes*
Experiencing/witnessing cyberbullying	Dealing/coping with cyberbullying/drama (V)	"I've never experienced cyberbullying as an adult, but I witnessed cyberbullying as a teenager on Facebook through harsh public comments on status updates and pictures. Teens bashed the appearance of another teen. Eventually, the abuse escalated and it was brought to the attention of school administrators. The bully was required to attend anger management courses and workshops on dealing with others

		appropriately." (Kevin, public librarian)
	Drama among adults (V) Understanding adult online aggressive behaviors (V) Not understanding adult online aggressive behaviors (V)	
Librarian roles	Balancing professional and emotional (I/V) Referring teens to other adults (I/V) Mandatory reporting (V) Library leadership (I/V) "Changing needs" (I/V) Supporting teachers (I) Supporting parents (I) Collection development (I/V) Formal instruction/programming (I/V) What librarians "should do" (I/V) "Traditional" librarian work (I/V) Collaboration (V) Advocating for teens (I/V)	"A lot of my work is focused on technology in the labs with the kids. The school is down one IT person. I do classroom visits every once and awhile. The teachers there are very self-sufficient and knowledgeable about tech. I'm always around the school. I take pictures for the newspaper and scrapbooks." (Jessica, middle school librarian)
Empathetic support	Understanding teens (I/V) Relating to teens (I/V) Customer service (I/V) Impact on teens (I/V) Impact of working with teens on librarians (V) Helping (I/V) Listening (I/V)	"For cyberbullying, trans, gay, or bullied students, librarians should be provide unbiased information and support them in whatever they are doing. I don't want student to think I won't like them

	Talking (I/V) Respecting (I/V) Worrying about teens (I/V) Offering encouragement and reassurance (I) Library space (I/V) Mentoring (I) Learning from parenting (I)	or judge them. They [students] need to know that the library is an open and welcoming environment" (Elizabeth, high school librarian)
Relationships	Teens (I/V) Teachers (I/V) Parents (I/V) School admin (I/V)	"I have a good relationship with the teens at my school. [Coworker's name] and my philosophy is when students walk through these doors they want to have a positive environment. I don't know about any prior issues or classroom problems. I want to be helpful, in whatever way that is." (Margaret, high school librarian)
Rural Libraries	Importance of community (I/V) What rural libraries provide community (I/V) Challenges (I/V)	"Sometimes in a rural area you run into people who don't understand literacy (reading levels). Her dad was functionally illiterate. He read on a 3rd or 4th grade level. "Some of the kids who come in are

	facing that. Their parents may not be illiterate, but they don't have a high reading level." (23:14). It's more noticeable in rural areas cause of the population. You do pick up clues about illiteracy and they are passing that on to their kids." (Molly, Public Librarian)	

APPENDIX O

MASTER LIST OF CATEGORIES AND CODES: YOUNG ADULTS

Next to the codes "I" indicates that the code came from interviews with librarians or young adults. The "V" indicates that the code came from the video autoethnography with librarians or young adults. I/V indicates that the codes were found in both the interviews and video autoethnographies.

Master List of Categories and Codes: Young Adults		
Category	*Code*	*Illustrative Quotes:*
Experiencing/witnessing cyberbullying	Drama among peers (V) Understanding bullies (V) Understanding victims (V) Labeling cyberbullying (V) Not understanding cyberbullying (V)	"There's a lot of drama in X County Middle School. I try to stay out of it. But sometimes I get sucked in. I did over eighth grade. I'm definitely not going to do that again. All the girls talk about how they hate drama, but they start all this stuff. They'll talk bad about their friends. They'll call each other bad names. I stay out of it by only being friends with people who don't do that. It's all about popularity and stuff." (Sara, Eighth Grader)

Classification	Male/female differences (I) Identifying "drama" (I) Dating/relationship conflicts (I) Toxic people online (I) Victims (I) Bullies (I) Bystanders (I) Dual nature of cyberbullying (I) Maturing out of cyberbullying (I)	"Frankly, it's most girls. You hear about guys talking about all that crap too. Guys are more likely to talk about fighting. It's more physical. With girls, it's more about talking behind each other's backs. It's often people causing drama at school." (Joshua, Tenth Grader)
Relationships	With friends (I)	"One friend had the ex-girlfriend of an ex-boyfriend commenting on her Instagram pictures. This person did it just because she could. My friend first reached out to our friend group through group chat. She said she didn't know what to do or say about these comments. We all told her not to get involved with it; it'll cause problems. But her friend started commenting back to the bully. She asked, "why are you saying these things, you don't need to be doing this". It only caused more flames to

		come up because the bully started commenting back. They started private messaging each other; just being mean and saying mean comments.” (Mary, Graduated Senior)
	With adults (I) Characteristics of a helpful adult (I) Importance of religion/faith (I)	
Dealing with cyberbullying/drama	Diminishing (I/V) “Not letting it get to you”, “not get involved” (I) Self-censorship (V) Education in school (I) Male/female differences (I) Dealing with it alone (I/V) Ignoring it (I) Avoiding it (I) SNS features (I/V) Reporting to friends (I/V) Reporting to an adult (I/V) Not reporting to an adult (I/V) Relationships (I/V) When to report (V) Whom to select to report (V)	“For some teens they would push it until it became time for legal action. They think they can deal with it themselves. I’m like you’re only 16 or 17. You don’t know everything yet. I think maybe they think that dealing with that would be a symbol that they were grown up or proving to themselves that they could deal with this. Even though you are supposed to be older at that age, you shouldn’t have to deal with things like that. Especially when you’re a teenager and so vulnerable to what people say.” (Mary, Graduated Senior)

Libraries and librarians	Information source (I) Education about cyberbullying/bullying (in public libraries) (I) Education about cyberbullying/drama (in school libraries) (I) Teen volunteering (I) Conversation (I) Advocacy for teens (I) Library use (I)	"I think a librarian can be a person someone could go to if they were being cyberbullied. If the librarian monitored the sites the teens were going on, it would help a lot. But if something happened online while you were at the library, you wouldn't want to tell someone about that. You would feel like you would get in trouble or lose privileges (*like using the computer*)." (Emma, Ninth Grader)
Empathetic support	Support from friends (V) Support from groups (V) Providing support to friends (V) Communication/talking (V)	In response to how librarians can help: "I think the most organic way is just conversation. You've got a kid that comes in on a weekly basis and you develop a relationship with that person. That's the easiest way to go about being a kind of advocate or support system for that person if they're dealing something" (David, Graduated Senior)

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BIOGRAPHICAL SKETCH

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