

Title of class: Systematic Reviews Workshop #3: Next Steps – Translating, Tracking, Reporting and Study Selection

Bridge: Now that you understand how to create a search in one database, how do we use that to create a search in another? What else does data collection involve beyond database searching? How do we carry out study selection? What do we need to track and report? All of these are necessary in order to be comprehensive, transparent and reproducible in our methods.

Learning Outcome(s): By the end of this session, participants will be able to

- Create a translation of a search strategy from one database to another (EBSCO Academic Search Complete to Ovid APA PsycInfo)
- Describe various supplementary search techniques including citation checking and grey literature searching
- Understand the reporting expectations of a systematic review, and identify one common reporting guideline
- Describe and demonstrate the process of study selection, and identify common tools/software used to conduct study selection

Pre-assessment:

Poll: How many of you attended workshop 2 last week?

Q&A: Any questions from the previous session, about how to create a systematic review search in EBSCO Academic Search Complete?

Teaching and Learning Activities:

Combination of lecture, live demonstrations, Q&As and student activities

Instructor Activities

Content

- 1) What does translation of a search concept entail, and how to translate your Academic Search Complete search to APA PsycInfo
- 2) Exporting your search results
- 3) PRISMA flow diagram
- 4) Deduplicating your results
- 5) Supplementary data collection strategies
- 6) Why and how to pilot your inclusion/exclusion criteria
- 7) Phase 1 (Title/abstract) screening: How to
- 8) Phase 2 (Full-text) screening: How to
- 9) Covidence as a tool to facilitate screening
- 10) PRISMA checklist

Learner Activities

- 1) Translating one search concept from Academic Search Complete to APA PsycInfo (20 minutes). Students start from a partially pre-populated concept table with a complete list of keywords provided as a Google doc. The activity is done in groups/breakout rooms with a librarian facilitator on-hand.
- 7) Students screen 5 titles/abstracts individually based on pre-determined inclusion/exclusion criteria. (10 minutes) Title/abstracts on presentation slide, and decision submitted via Zoom polls.
- 10) Students evaluate a methods section of an article based on the PRISMA checklist criteria. (5 minutes)



Post-assessment:

- 1) Students participation and contributions to translating a search during the translation activity
- 7) Students responses to the title/abstract screening polls and the discussion that follows 10) Suggestions from students on what is missing from the provided methods section.

Summary/Reflection:

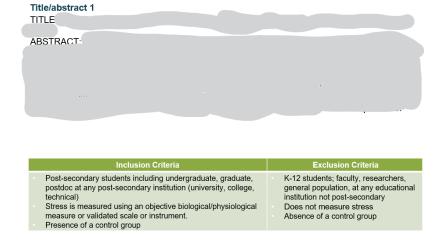
Systematic review methodology must be explicit, transparent, reproducible and attempt to minimize bias from all sources. We do this by following an explicit conducting guideline, and report according to a reporting guideline. We have covered the tasks and skills needed to carry out certain steps of the systematic review process while providing best practice recommendations.

Screenshots of Activities

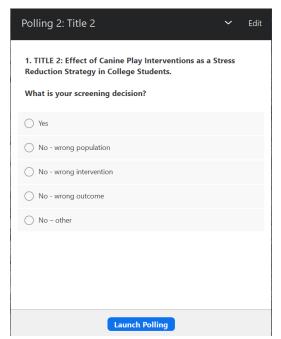
1) Translation activity using a sample concept table with students add to

	Activity 1: Translating a search conce	pt
	Breakout room group activity	
	Academic Search Complete	PsycInfo
Subject Headings (Post-secondary student concept)	DE "COLLEGE students DE "GRADUATE students" DE "UNDERGRADUATES"	
Textwords (Post-secondary student concept)	("post-secondary" or college* or university* or "higher education" or graduate or postgraduate) N5 student* undergrad* or sophomore* or freshmen*	
	undergrad* or sophomore* or freshmen* nt subject headings in PsycInfo, for the Academic Search	Complete subject term
	concept in <u>PsycInfo</u> (including the <u>textword</u> lines)	Complete Subject terms

7) Title/abstract screening activity







10) Assessing search methods reporting activity

