

<p>Title of class: Systematic Reviews Workshop #3: Next Steps – Translating, Tracking, Reporting and Study Selection</p>	
<p>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.</p>	
<p>Learning Outcome(s): By the end of this session, participants will be able to</p> <ul style="list-style-type: none"> ▫ 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 	
<p>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?</p>	
<p>Teaching and Learning Activities: Combination of lecture, live demonstrations, Q&As and student activities</p>	
<p>Instructor Activities</p>	<p>Learner Activities</p>
<p>Content</p> <ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 concept

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*	

1. Find the equivalent subject headings in [PsycInfo](#), for the Academic Search Complete subject terms
 2. Create the entire concept in [PsycInfo](#) (including the [textword](#) lines)

- 7) Title/abstract screening activity

Title/abstract 1

TITLE

ABSTRACT

Inclusion Criteria	Exclusion Criteria
<ul style="list-style-type: none"> Post-secondary students including undergraduate, graduate, postdoc at any post-secondary institution (university, college, technical) Stress is measured using an objective biological/physiological measure or validated scale or instrument. Presence of a control group 	<ul style="list-style-type: none"> K-12 students; faculty, researchers, general population, at any educational institution not post-secondary Does not measure stress Absence of a control group



Polling 2: Title 2 Edit

1. TITLE 2: Effect of Canine Play Interventions as a Stress Reduction Strategy in College Students.

What is your screening decision?

Yes

No - wrong population

No - wrong intervention

No - wrong outcome

No - other

[Launch Polling](#)

10) Assessing search methods reporting activity

Using PRISMA to write your methods section

Does this methods section meet the PRISMA reporting standards items 6, 7, and 8?

Methods

In conducting our review, we followed the protocol outlined in the Cochrane Handbook for Systematic Reviews of Interventions 48. We report our findings in accordance with the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) statement 49.

Data sources

A health sciences librarian (K.A.H.) developed the search strategy and conducted both the preliminary and the final searches. The search focused on three main concepts: (i) weight bias/stigma, (ii) obesity/overweight and (iii) health professional. Keywords were generated for each concept by reviewing subject indexing and key terms and by reviewing search strategies from similar systematic reviews. The preliminary search strategy was pre-tested to ensure that relevant known studies were retrieved. The final search strategy incorporated both keywords and subject headings. Keywords were the same for each database, whereas subject headings were translated for each database. The search strategy was limited to the English or French language and from the publication date of 1990 onwards. Searches were conducted in nine databases (MEDLINE, EMBASE, CINAHL, PsycINFO, SocINDEX, Social Work Abstracts, ERIC, Cochrane Database of Systematic Reviews and Cochrane Central Register of Controlled Trials). The search strategy was conducted in early April 2014 and was saved for each database, so it could be re-run to update the search. All searches were updated in early September 2015 by the same librarian (K.A.H.), and abstracts were reviewed by the same researchers (A.S.A. and B.P.). The updated search identified 225 citations indexed since April 2014.

#	PRISMA item description
6	Specify study characteristics (e.g., PICOS, length of follow-up) and report characteristics (e.g., years considered, language, publication status) used as criteria for eligibility, giving rationale
7	Describe all information sources (e.g., databases with dates of coverage, contact with study authors to identify additional studies) in the search and date last searched.
8	Present full electronic search strategy for at least one database, including any limits used, such that it could be repeated.