

**UNIT SPECIFICATION**

<b>Unit title</b>					Systematic Reviewing to Inform Practice				
<b>Level</b>		Level 7		<b>Credit value</b>		20 (10 ECTS)			
<b>Is this a common unit?</b>			No		<b>Expected contact hours for unit</b>		30		
<b>Pre and co-requisites</b>									
None									
<b>Aims</b>									
To provide the student with the opportunity to choose an area of interest and undertake an in-depth, independent study in the form of a systematic review, focusing on a negotiated aspect of practice. Students will examine the rationale for systematic reviews and build their understanding of the various elements of a systematic review: selecting (electronic) databases; literature searching; data extraction; data synthesis; interpretation and reporting. The unit will facilitate students to develop a search question, select and manage relevant literature, extract and synthesise data, interpret and report their findings in a systematic manner in one specific area of practice.									
<b>Intended learning outcomes (ILOs)</b>									
Students who successfully complete this unit will be expected to be able to:									
<ol style="list-style-type: none"> <li>1. articulate the rationale for systematic reviews and their role in improving health/social care practice;</li> <li>2. develop a relevant search question and protocol for a systematic review;</li> <li>3. select the appropriate tools to conduct the literature search;</li> <li>4. justify the retrieval and inclusion of evidence;</li> <li>5. critically evaluate and synthesise evidence drawn from multiple sources;</li> <li>6. translate the relevance of the evidence for practice.</li> </ol>									
<b>Learning and teaching methods</b>									
The format of this unit will primarily be through independent study. This will be supported by seminars and group tutorials that will encourage individual and group learning. Students will systematically review research papers around their chosen topic and attend sessions led by academics. Students will be encouraged to make use of this blended-learning environment with the virtual learning environment (Brightspace), e-library facilities, and sharing their learning with their group.									
<b>Assessment</b>									
<b>Formative assessment/feedback</b>									
Formative assessment will consist of an outline of the search topic, protocol development, and group tutorial discussions with academic and peer review of work.									
<b>Summative assessment</b>					<b>Indicative assessment</b>				
The ILOs (1-6) will be assessed by 100% coursework.					The unit coursework comprises of an essay [3000 word equivalent] critically reviewing evidence related to a specific area of clinical practice.				
<b>Indicative unit content</b>									

The unit will cover the various elements of a systematic review:

- developing a searchable question;
- selecting (electronic) databases;
- developing a literature search;
- data extraction;
- critical appraisal of the evidence;
- data synthesis;
- interpretation and reporting;
- research informed practice;
- research ethics and governance.

### Indicative learning resources

Bettany-Saltikov, J. 2012. *How to do a systematic literature review in nursing: A step-by-step guide*, Maidenhead: Open University Press.

Cochrane 2017. *Cochrane handbook for systematic reviews of interventions*.  
<http://training.cochrane.org/handbook>

CRD 2009. *Systematic reviews CRD's guidance for undertaking reviews in health care*. CRD: York.  
[https://www.york.ac.uk/media/crd/Systematic\\_Reviews.pdf](https://www.york.ac.uk/media/crd/Systematic_Reviews.pdf)

Luzi, D. 2000. Trends and evolution in the development of grey literature: a review. *International journal on grey literature*, 1 (3), 106 – 117

Munn, Z., Lockwood, C., and Mool, S. 2015. The development and use of evidence summaries for point of care information systems: A streamlined rapid review approach. *Worldviews on evidence-based nursing* 12:3, 131–138.

NICE. 2017. Developing NICE guidelines: the manual.  
<https://www.nice.org.uk/process/pmg20/chapter/introduction-and-overview>

Petticrew, M. and Roberts, H. 2008. *Systematic reviews in the social sciences: A practical guide*. Wiley online:  
<http://onlinelibrary.wiley.com/book/10.1002/9780470754887>

Thames Valley and Wessex Healthcare Librarians. 2016. *The literature search process: Guidance for NHS researchers*. [https://www.hee.nhs.uk/sites/default/files/documents/Lit\\_search\\_protocols\\_Feb2016.pdf](https://www.hee.nhs.uk/sites/default/files/documents/Lit_search_protocols_Feb2016.pdf)

van Teijlingen, E., Napper, M., Bruce, J. and Ireland, J. 2006. Systematic reviews in midwifery. *RCM midwives journal*, 9 (5), 186-188.

van Teijlingen, E., Simkhada, B., Ireland, J.C.M., Simkhada, P. and Bruce, J. 2011. Evidence-based health care in Nepal: The importance of systematic reviews. *Nepal journal of epidemiology*, 1 (4), 114-118.

### Websites

Campbell Library <https://www.campbellcollaboration.org/library.html>

CASP <http://www.casp-uk.net/>

Cochrane Library <http://www.cochranelibrary.com/>

GRADE <https://cebgrade.mcmaster.ca/>

PDQ Evidence <https://www.pdq-evidence.org/>

PRISMA <http://www.prisma-statement.org/>

PROSPERO <https://www.crd.york.ac.uk/prospéro/>

RD4 Database <https://www.gov.uk/dfid-research-outputs>

3ie Database <http://www.3ieimpact.org/en/evidence/systematic-reviews/>

### Journals

Systematic Reviews <https://systematicreviewjournal.biomedcentral.com/>

In addition, students will access journal titles relevant to their topic.

<b>Unit number</b>	3	<b>Version number</b>	1.2	<b>Date effective from</b>	Sep 2020
--------------------	---	-----------------------	-----	----------------------------	----------