# Systematic review skills development for Doctorate in Clinical Psychology trainees

It's never too early to start thinking about your systematic review and developing the skills you will need to carry it out successfully – it’s advisable to start in first year. Begin with an assessment of your current knowledge and skills and then work through the resources below as required. You will need to develop to an advanced level to undertake a rigorous systematic review search.

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| **Stage** | **Skill development** |  | [Tailored individual advice for your skills development](https://www.gla.ac.uk/myglasgow/library/bookanappointment/cl/mvls/) |
| Foundational skills | Search skills [Basic literature searching](https://learn.nes.nhs.scot/16571/skills-for-learning-at-work/find-use-and-share-knowledge/what-do-you-need-to-find/how-to-search-the-literature-effectively) (TURAS Learn modules)  [Introduction to systematic reviews](https://sway.cloud.microsoft/w8GFGP6RUhf8CjW1?ref=Link) (learning materials) Reference management Introduction to EndNote ([Windows](https://www.youtube.com/watch?v=TryrAvULs3Q&list=PLAEGcPDviwLZYATKoxZ8jDj8zF7nNMoor&index=2&pp=iAQB)/[Mac](https://www.youtube.com/watch?v=sgY3j7Kd5f8&list=PLAEGcPDviwLZYATKoxZ8jDj8zF7nNMoor&index=1&pp=iAQB))  [Introductory guides to RefWorks](https://www.knowledge.scot.nhs.uk/library-resources/refworks-and-reference-management/) |  |
| Intermediate skills | Search skills [Literature searching for systematic and scoping reviews](https://sway.cloud.microsoft/w8GFGP6RUhf8CjW1?ref=Link) (Part 1 of the systematic and scoping review resource) Reference management [Introduction to EndNote course](https://www.gla.ac.uk/myglasgow/it/training/index.html) (UofG IT course)  RefWorks workshop (Lead by NHSGGC Library) |  |
| Advanced skills | Search skills [Tailored individual advice for your systematic review](https://www.gla.ac.uk/myglasgow/library/bookanappointment/cl/mvls/) Reference management EndNote queries should be directed to UofG IT Services  RefWorks queries to your NHS Board Library |  |

# Resources for self-directed learning

**1. An overview of the systematic review process**

* Books break things down into manageable stages if you feel a bit overwhelmed. One of the most popular and easy to read titles on undertaking a systematic review for an academic qualification is: Dickson et al. (2017) Doing a systematic review : a student's guide, available at [NHS Board libraries](https://nhs-scot-primo.hosted.exlibrisgroup.com/permalink/f/3dhhck/44NHSS_ALMA2136171900003491) and [UofG Library](https://go.exlibris.link/3ZCpKxMS).
* [Cochrane Interactive Learning](https://eleanor.lib.gla.ac.uk/search~S6?/yDatabases%20C/ydatabases+c/1%2C1%2C61%2CB/eresource&FF=ydatabases+c&40%2C%2C61) is a series of 11 online modules covering how to conduct a systematic review for new and experienced researchers.
* Your research supervisor can help with questions like meeting academic requirements of your review; methodology; and developing your protocol.
* Familiarise yourself with the stages as described in [PRISMA guidance](https://www.prisma-statement.org/).

**2. Basic literature search skills**

Have you set up OVID and/or EBSCO personal accounts to save your search strategies? Know the difference between platforms and databases? Understand subject headings? What about truncation and proximity techniques? If none of that sounds familiar, review the following:

* [How to search the literature effectively](https://learn.nes.nhs.scot/16571/skills-for-learning-at-work/find-use-and-share-knowledge/what-do-you-need-to-find/how-to-search-the-literature-effectively) via TURAS Learn (log in required). The course consists of six brief modules on the basics of searching.
* [Searching for systematic reviews and scoping reviews](https://sway.cloud.microsoft/w8GFGP6RUhf8CjW1?ref=Link) includes search techniques, database advice, a truncation/symbols cribsheet and much more.
* Explore how to structure your question using the [PICO framework or similar](https://casp-uk.net/pico-framework/).
* Undertake Module 3: Searching for studies on [Cochrane Interactive Learning](https://eleanor.lib.gla.ac.uk/search~S6?/yDatabases%20C/ydatabases+c/1%2C1%2C61%2CB/eresource&FF=ydatabases+c&40%2C%2C61)
* Review the databases available from [Glasgow University Library](https://eleanor.lib.gla.ac.uk/search~S6/m?Psychology%20and%20Neuroscience) and [NHS Scotland Knowledge Network](https://www.knowledge.scot.nhs.uk/library-resources/databases/). Which ones are appropriate for your question?

**3. Scoping work**

Start translating your question into the terminology you will use in your database searches, and search for existing material on your topic.

* Look at the methodology sections and/or appendices of systematic reviews and examine the search strategies used by other authors.
* Check [Prospero](https://www.crd.york.ac.uk/prospero/) or similar for reviews in progress or completed in your topic area. What has already been written, and what searches are included in the protocols?
* Identify synonyms/alternative spellings/geographic variants/abbreviations in terminology for the different parts of your question.
* If you find useful articles, note the words in the titles and abstracts that describe your topic. Look them up in different databases to see the subject headings indexed on them.
* It can be helpful to build up a “word bank” document of terms you will include in your search. It’s easier to refer to this overview as you adapt your search terms, than to check individual saved strategies in databases.

**4. Develop your search strategy**

Once you feel confident about basic searching and have identified the search terms you will use, the next step is to ensure your strategies use the advanced techniques appropriate to systematic review-level searching.

* [Book a training appointment with library staff at Glasgow University Library](https://www.gla.ac.uk/myglasgow/library/bookanappointment/cl/mvls/)
* Share your search question/protocol/search terms/search strategies in advance, so that the librarian can think about any issues to highlight in the session.