

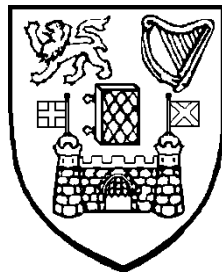
GUIDELINES FOR CONDUCTING A LITERATURE REVIEW

As adapted for use by

SCHOOL OF NURSING AND MIDWIFERY

Faculty of Health Sciences

UNIVERSITY OF DUBLIN TRINITY COLLEGE
B.Sc. (Cur.)



2017-2018

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COMPONENTS OF A LITERATURE REVIEW

1. Submission sheet
2. Title page
3. Acknowledgements
4. Declaration
5. Abstract
6. Table of contents
7. Introduction
8. Main sections – Headings (Themes) /Subheadings
9. Conclusion
10. Reference List
11. Appendices
12. Poster

PURPOSE OF A LITERATURE REVIEW

The purpose of a literature review is to:

1. Enable the student to develop skills to search, read, interpret and summarise the literature on a particular subject.
2. Determine what is known and not known about a subject, concept or problem in the area of nursing.
3. Determine gaps, consistencies and inconsistencies in the literature about a subject, concept or problem.
4. Promote development of protocols and policies related to nursing practice.
5. Identify a new practice intervention, or provide evidence for changing a practice intervention.
6. Generate useful research questions/projects/activities for the discipline.
7. Determine an appropriate research design to answer the research question.

PRESENTATION OF A LITERATURE REVIEW

Total Word Count (4,500 words + Poster)

Title & Abstract

(5% of mark)

(approx. 250 words that are not included in word count)

- The title should provide the reader with a clear indication of the focus of the review.
- The abstract should use the following headings:
 - Background
 - Research question/aim
 - Search strategy
 - Key Findings
 - Conclusions
 - Recommendations
- The abstract gives the reader an immediate idea of what the review is about.
- You should leave the writing of the abstract until the end of the review, as you need to have completed it before you can summarise it.

Introduction / Background

(10% of mark)

(approx. 500 words)

- Introduce your question/aim with reference to the literature/research and state if it has been widely researched or not. **The literature review must have a nursing focus.**
- State the purpose: e.g. The aim of this literature review is to...
- Provide a rationale for choosing your question/aim.

Search Strategy and Results

(15% of mark)

(approx. 500 words)

- Provide a detailed written explanation of the strategy used to source the literature for your review including databases, search engines and manual searches. Search terms or key words should be specified and inclusion criteria e.g. time and language parameters should be detailed. Give reasons for excluding literature from your review.

- You **must** provide as an appendix, a summary table of the research studies, systematic reviews and literature reviews selected for this assignment. You may use templates provided in Appendices 1 and 2.
- State which critical appraisal tool you used to review the literature.
- State how you analysed the literature e.g. thematic analysis.
- List the themes under which you are going to discuss the literature. The themes should reflect the recurring ideas that have emerged from your reading of the literature.

Main Body of Literature Review

(45% of mark)

(approx. 3,000 words)

- Define any key terms which appear in your analysis of the literature.
- Provide headings for each identified theme.
- Commence your discussion of each theme with a brief introduction.
- Critically review the relevant literature under each theme including any methodological patterns and study limitations.
- Published policy documents, professional standards and clinical practice guidelines should be included in the discussion where relevant
- Anecdotal or opinion pieces may be used in the introduction to set the context but **must not** be used in the main body of the review.

Conclusion

(10% of mark)

(approx. 500 words)

- You should commence your conclusion by stating, 'The aim of this literature review **was** to....
- Then provide a summary of key findings from the different themes. Remember you are recapping on the main points so you must not introduce any new research/themes.
- You **must** make suggestions for further research and/or identify implications for clinical practice.

Academic Writing and Presentation

(5% of mark)

In Literature Reviews it is not appropriate to:

- State your own opinions on the subject (unless you have evidence to support such claims).

- State what you think nurses should do (unless you have evidence to support such claims).
- Provide long descriptive accounts of your subject with no reference to research studies.
- Provide numerous definitions, signs/symptoms, treatment and complications of a particular illness without focusing on research studies to provide evidence and the primary purpose of the literature review.
- Discuss research studies in isolation from each other.

Literature Review assessment criteria (see Appendix 4.)

PRESENTATION OF AN ACADEMIC POSTER (10% of mark)

- Academic posters summarise and communicate key information and research concisely in a visually attractive way. They are an effective means of publicising academic work to a wide audience including peers, policy makers and service users.
- Your poster should be based on your literature review but it is **not** simply your review transferred to a poster.
- Your poster should have a clear aim.
- It should use a blend of images and text
- It should have a well ordered and obvious sequence

Poster assessment criteria (see Appendix 3.)

Facilitation Arrangements

Introduction

You will be allocated a facilitator at the beginning of Senior Sophister year.

Once you have been allocated a facilitator you should review your Junior Sophister annotated bibliography in order to help you decide on your final choice of question for your literature review. For example, you may have already decided that the question you identified for your annotated bibliography is still pertinent and will remain the focus for the larger literature review. However, you may need to modify your question as a result of

undertaking the annotated bibliography. This is acceptable but your new/modified/revised question **must** remain within the original topic and problem area.

Role of Literature Review Facilitator

The role of the facilitator is to assist you in the development of your literature review by providing guidance and critical feedback while sustaining group morale and fostering your independence.

Draft One

You are required to email a draft of your literature review introduction / background and your proposed search strategy to your facilitator by 4.00pm Friday 24th November (Week 13), 2017. Your facilitator should provide written feedback on your draft within three weeks of submission.

The draft must conform to the following:

- Produced in Microsoft Word format
- Include the proposed title of your literature review
- Adhere to the Literature Review Guidelines
- Maximum of 1,000 words

Draft Two

You are required to email a draft of your Summary Tables and a discussion of ONE of your themes to your facilitator by 4.00pm, Monday 26th February (Week 27), 2018. Written feedback will be provided by your facilitator within three weeks.

The draft must conform to the following:

- Produced in Microsoft Word format
- Include the proposed title of your literature review
- Adhere to the Literature Review Guidelines

Students who do not submit the first draft within the required timeframe will not be eligible for facilitation.

One, one hour (1.0 hour) group facilitation session will be provided that all eligible group members are advised to attend.

The session should occur following the receipt of written feedback on your first draft and before the Christmas Break. The date and time of the facilitation session should be agreed by the group and the facilitator.

Each group of students needs to do the following:

- Identify suitable dates and times for a group facilitation session with their facilitator.
- One member of the group must then negotiate one of these dates, the time and venue with their facilitator.

N.B. It is the responsibility of each student to ensure that they attend this meeting.

SUBMISSION INFORMATION

Key Submission Dates

- **Week 13:** Email a draft of your literature review introduction / background and your proposed search strategy to your facilitator by 4.00pm Friday 24th November, **2017**.
- **Week 27:** You should submit a draft of your Summary Tables and a discussion of one theme to your facilitator, at any time before 4.00pm, Monday 26th February, 2018. If you don't have a full draft ready by this date, you may submit whatever work you have done.
- **Week 33:** Submit literature review and poster by 4.00pm, Wednesday 11th April, 2018.

Submission Guidelines

Referencing and Academic Presentation (5% of mark)

Literature Review

- You are expected to adhere to the Harvard system of referencing, as adapted for use by the School of Nursing and Midwifery 2017-2018, and as per the School Handbook.

- **A minimum of 15 articles that are research studies, systematic reviews and / or literature reviews are required for the literature review.**
- Textbooks, policy documents, clinical practice guidelines and other relevant material may be used in the literature review but do not constitute part of the minimum 15 article requirement.
- It is expected that you will use a fluent writing style demonstrating clarity of thought with accurate grammar and spelling.
- Refer to Components of a Literature Review (page 3) for details of the completed literature review which must be printed on normal A4 paper using Arial minimum font size 12 and 1.5. line spacing.
- The completed literature review must be ring bound (not bound as a book). See appendix 5 for list of commercial printing and ring binding services.

Poster

- You are expected to adhere to the Harvard system of referencing, as adapted for use by the School of Nursing and Midwifery 2017-2018, and as per the School Handbook.
- An electronic template will be provided to guide the poster layout.
- A hard copy of the poster must be submitted on normal A3 sized paper which must be folded and ring bound as the final page of the literature review or folded and stapled to the inside back page.
- See Appendix 6. For list of College Open Access Computer Labs that print A3 sheets of paper.
- An electronic version of the poster should also be submitted by email to the Senior Sophister Executive Officer.
- It is not required to submit the poster through TURN IT IN.

Summary of Marks

- Literature Review
 - Abstract 5%
 - Introduction / Background 10%
 - Search Strategy 15%
 - Main Body 45%
 - Conclusion 10%
 - Academic Writing / Presentation 5%
 - Poster 10%
 - 100%

APPENDICES

Appendix 1. Summary Table for Research Studies included in Review

Author(s) and Title	Study Aims & Objectives	Research Design	Sample	Data collection methods	Data Analysis Method	Findings relevant to the review.

Appendix 2. Summary Table for Literature Reviews and Systematic Reviews

Author(s) & Title	Research Question/ Purpose	Search Strategy/ Inclusion/ Exclusion Criteria	Search Terms	Detail of Literature /Study Selection	Quality Assessment (where applicable)	Data Synthesis (where applicable)	Findings/ Conclusions relevant to the review

Appendix 3. Poster Assessment Criteria

(Adapted from George Hess - NC State University - Forestry Department)

Overall Appearance

- 0-1 **Cluttered or sloppy** appearance. Poor use of colour. Gives impression of a solid mass of text and graphics, or pieces are scattered and disconnected. Little white space. Text too small to read from 1.5 metres
- 2-3 **Pleasant** to look at. Reasonable use of colours. Text and graphics balanced quite well although relationship between the two may not be clear. Sections of the poster are separated from one another by headings. Main text large enough to read from 1.5 metres.
- 4-5 **Very pleasing** to look at. Particularly good use of colours. Text and graphics well balanced with clear relationship. Plenty of white space and clear separation of sections using a range of devices e.g. headings, numbering, columns. All text easy to read from 1.5 metres

Academic Structure

- 0-1 Academic structure is unclear and/or the purpose is absent.
- 1-3 The purpose is stated but not obviously e.g. presented as part of the introduction or background but not stated explicitly as either a research question or a statement e.g. the purpose of this poster is to... The academic structure is fairly clear.
- 4-5 The purpose is presented explicitly as a research question or a statement e.g. the purpose of this poster is to... The academic structure with key sections explicitly labelled e.g. main points, themes, summary, conclusion, lessons for practice.

Appendix 4. Assessment Criteria for Literature Review

(Adapted from the grid developed by Margaret Price and Chris Rust, Oxford Brookes University.)

Presentation & style

1. Presentation

I/70+	Polished & logically organised meeting all the presentation requirements perfectly.
II.1/65-69	Carefully & logically organised.
II.2/60-64	Shows organisation & coherence.
III/50-59	Shows some attempt to organise the review in a logical manner.
Fail	Disorganised/incoherent.

2. Clarity of expression (including accuracy, spelling, grammar, punctuation)

I/70+	Fluent writing style appropriate to the assignment. Grammar and spelling accurate.
II.1/65-69	Language fluent. Grammar and spelling accurate.
II.2/60-64	Language mainly fluent. Grammar and spelling mainly accurate.
III/50-59	Meaning apparent but language not always fluent. Grammar and/or spelling contain errors.
Fail	Meaning unclear and/or grammar and/or spelling contain frequent errors.

Conforming to instructions/clarity of aim

3. Referencing

I/70+	Referencing is consistently accurate.
II.1/II.2	Referencing is mainly accurate.
III/50-59	Some attempt at referencing with some inaccuracies.
Fail	Referencing is absent/unsystematic and/or many inaccuracies.

4. Clarity of aim and focus of review

I/70+	Aim clearly defined and comprehensively addressed throughout work.
II.1/65-69	Aim defined and addressed throughout work.
II.2/60-64	Aim outlined and addressed but not consistently.
III/50-59	Provides generalised aim. Focus of the work is unclear.
Fail	The aim is not given or is unclear or the review fails to address the aim of the task.

Content and knowledge of subject

5. Use of literature/evidence of reading

I/70+	Has developed and justified own ideas based on a wide range of relevant sources which have been thoroughly analysed, applied and discussed
II.1/65-69	Critically appraises the literature from variety of sources. Limited development of own ideas.
II.2/60-64	Evidence of application of readings relevant to the subject; over reliance on texts and sources other than research articles, systematic and literature reviews.

III/50-59	Literature presented uncritically, in a descriptive way and indicates limitations of understanding.
Fail	Either no evidence of literature being consulted or irrelevant to the assignment set.

Thinking/ analysis/conclusions

6. Critical reasoning

I/70+	Consistent critical analysis is well integrated in the text.
II.1/65-69	Clear application of critical analysis/critical thought of the topic area.
II.2/60-64	Demonstrates application of critical analysis of the topic area.
III/50-59	Some evidence of critical thought/critical analysis and rationale for work.
Fail	Lacks critical thought/analysis.

7. Reflection/evaluation

I/70+	Critically reviews evidence, supports conclusions/recommendations. Investigates contradictory findings or evidence.
II.1/65-69	Selects appropriate techniques to evaluate relevance and significance of data collected.
II.2/60-64	Can evaluate the reliability of data using defined techniques
III/50-59	Limited and only partially accurate evaluation of data using defined techniques.
Fail	Fails to evaluate or use techniques of evaluation, or evaluations are totally invalid.

8. Conclusions

I/70+	Analytical and clear conclusions well grounded in literature.
II.1/65-69	Good development shown in summary of arguments based in literature.
II.2/60-64	Evidence of findings and conclusions grounded in literature.
III/50-59	Limited evidence of findings and conclusions supported by literature.
Fail	Unsubstantiated/invalid conclusions, or no conclusions.

Appendix 5. List of Commercial Printing and Ring Binding Services

- Reads Design & Print
Setanta Centre, Nassau Street, Dublin 2
- The Thesis Centre
65 Camden Street Lower, Dublin 2
- Hackett Digital
17 Baggot Street Lower, Dublin 2
- AAA Binding
41 Dominick Street Lower, Dublin 1

Appendix 6. List of College Open Access Computer Labs

Main Campus

- All College Libraries
- Arts Building concourse
- Hamilton Building

Off Campus

- School of Nursing and Midwifery, D'Olier Street
- St. James' Hospital
- Tallaght Hospital