

<<If a generalist or Certificate trainee has completed the similar Stage 2 EPA, ST2-RES-AOP-EPA2: Planning, conducting and reporting a review of scientific literature 2, this EPA is not to be attained>>

### ST3-RES-AOP-EPA2 – Research skills – Literature review 3

<b>Area of practice</b>	Research	<b>EPA identification</b>	ST3-RES-AOP-EPA2	
<b>Stage of training</b>	Stage 3 – Advanced	<b>Version</b>	V0.7 (EC approved 25/05/18)	
The following EPA will be entrusted when your supervisor is confident that you can be trusted to perform the activity described at the required standard without more than distant (reactive) supervision. Your supervisor feels confident that you know when to ask for additional help and that you can be trusted to appropriately seek assistance in a timely manner.				
<b>Title</b>	<b>Planning, conducting and reporting a review of scientific literature 3.</b>			
<b>Description</b> Maximum 150 words	The trainee will demonstrate skills in planning, conducting and reporting a review of scientific literature relevant to a research project the trainee is undertaking. The trainee will demonstrate competence in developing a search strategy, critical analysis of papers reviewed and synthesis of information into justifiable conclusions.			
<b>Fellowship competencies</b>	<b>ME</b>	7	<b>HA</b>	1
	<b>COM</b>	1	<b>SCH</b>	1, 2, 3
	<b>COL</b>	3, 4	<b>PROF</b>	1, 2, 3
	<b>MAN</b>	1, 3		
<b>Knowledge, skills and attitude required</b> The following lists are neither exhaustive nor prescriptive.	<p>Competence is demonstrated if the trainee has shown sufficient aspects of the knowledge, skills and attitude described below.</p> <p><b>Ability to apply an adequate knowledge base</b></p> <ul style="list-style-type: none"> <li>• Knowledge of the principle of evidence based medicine in psychiatry</li> <li>• Understanding the different types of literature review, such as narrative reviews, systematic reviews and meta-analyses, when they should be used and what their advantages and disadvantages are.</li> <li>• Detailed knowledge of different search strategies, and how these can be used to search academic literature databases</li> <li>• Broad knowledge of factors that determine the quality of research methodology used in published articles, such as sources of bias, and how these can be objectively assessed</li> <li>• Knowledge of statistical techniques that can be used to analyse aggregated data obtained from a systematic review</li> </ul>			

	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Choosing and conducting an appropriate search strategy relevant to the type of literature review being conducted, which is sufficiently comprehensive for the outcome desired.</li> <li>• Developing criteria for selecting articles from these searches for analysis and review</li> <li>• Critically reviewing these articles, including an assessment of their quality as well as the merit of their conclusions</li> <li>• Synthesising this review into a coherent narrative</li> <li>• Appropriate acknowledgement of the source of information</li> <li>• Drawing justifiable conclusions, identifying limitations and proposing future research</li> <li>• Using the outcomes of a review to inform and adapt the trainee’s own research plans</li> <li>• Choosing the structure tool relevant to the review being undertaken (e.g. Prisma).</li> </ul> <p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>• Efficient utilisation of resources and time when conducting the literature review</li> <li>• Collaborative involvement of supervisor and colleagues in the research/academic team</li> <li>• Maintaining an attitude of academic rigour, balance and objectivity when reviewing articles and synthesising information</li> <li>• Ensuring all conclusions are justified and all limitations to those conclusions identified</li> <li>• Demonstrate an appropriate ethical attitude to the research process.</li> </ul>
<p><b>Assessment method</b></p>	<ul style="list-style-type: none"> <li>• Progressively assessed during individual and academic supervision, including three appropriate WBAs.</li> <li>• At least one professional presentation to an academic meeting that reports the final outcome of the literature review</li> </ul>
<p><b>Suggested assessment method details</b></p>	<ul style="list-style-type: none"> <li>• DOPSs and other professional presentations that assess progress at different stages of the literature review process</li> <li>• The supervisor should review search strategies and written drafts of reviews as part of regular supervision.</li> <li>• Supervision may include “Article Based Discussions” that may involve the trainee presenting to their supervisor several papers retrieved by their search, with the supervisor asking the trainee to present their critique from a selected few, in a format similar to and adapted from the Case-Based Discussion protocol, and may be conducted as a DOPS.</li> </ul>
<p><b>References</b></p> <p>BEN TOVIM, D (1994) Handy hints on completing a psychiatric research project: 3. On reading the literature. <i>Australasian Psychiatry</i> 2(3):109-110</p> <p>FREEMAN C AND TYRER P (eds) (2006) <i>Research Methods in Psychiatry: A Beginner’s Guide</i>. Third Edition. Royal College of Psychiatrists London: Gaskell.</p> <p>GREENHALGH, T (2014) <i>How to Read a Paper</i>, 5th edn, BMJ Publishing, London, UK.</p> <p>KISELY S, CHANG A, CROWE J, et al. (2014) <a href="#">Getting started in research: systematic reviews and meta-analyses</a>. <i>Australasian Psychiatry</i> 23: 16–21.</p>	

MACFARLANE M, KISELY A, LOI S et al. (2014) [Getting started in research: research questions, supervisors and literature reviews](#). *Australasian Psychiatry* 23: 8–11.

MOHER D, SHAMSEER L, CLARKE M, GHERSI D, LIBERATI A, PETTICREW M, SHEKELLE P, STEWART LA (2015) Preferred Reporting Items for Systematic Review and Meta-Analysis Protocols (PRISMA-P) 2015 statement. *Systematic Reviews*. 4:1. doi: 10.1186/2046-4053-4-1

COL, Collaborator; COM, Communicator; HA, Health Advocate; MAN, Manager; ME, Medical Expert; PROF, Professional; SCH, Scholar