



Transforming  
an interactive systematic  
review methods workshop  
series from face-to-face to  
the virtual environment:  
Tools and strategies for  
synchronous instruction

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# Workshop 1: Setting yourself up for success (2 hours)

Content	Activities
Introduction to systematic reviews	
Types of reviews	
Question frameworks - PICO	PICO activity
Protocols	
Inclusion/Exclusion criteria	Include/Exclude activity
Keywords and subject headings	
Seed/known papers	Mining terms/subject headings activity

# Workshop 2: Developing your data collection strategy (2.5 hours)

Content	Activities
Searchable concepts/PICO reminder	PICO/Searchable concept activity
Subject headings/keywords revisited	
Database syntax	
Boolean operators & Search fields	
Concept block organization	
Creating a search in Academic Search Complete	Build a search concept activity
Testing your search	Finding errors in a search activity
Saving searches/Data management	

# Workshop 3: Next Steps – Translating, Tracking, Reporting and Study Selection (2 hours)

Content	Activities
Translating a search (conceptual)	
Translating your search to APA PsycInfo	Translate a search concept activity
Exporting your results	
Deduplication	
Supplementary search strategies	
Screening title/abstracts	Screening activity
Screening full-texts	
Screening tools and PRISMA flow diagram	
Reporting standards - PRISMA	Assessing completeness of reporting activity

# PICO activity – In class

- Printed on a handout
- Completed in small groups
- Select groups volunteered to share their PICO and research question with the class

## Instructions

1. Identify any possible PICO elements from the provided research question(s) and fill them into the PICO template.
2. Come up with the remaining PICO elements.
3. Is your Outcome measurable, if not revise it to one that is.
4. Create a one-sentence research(able) question that incorporates at least 3 PICO elements.

**Research Question 2:** Is pet therapy effective?

**P** –

**I** –

**C** –

**O** –

**Researchable question:**

# PICO activity - Online

- Using Google forms
- Link to the form posted in the chat for students
- Completed individually
- Instructor shares the results as part of the post-activity de-brief

**Research Question 1:** Is social media harmful?

Population –

Intervention – Social Media

Comparison –

Outcome –

Researchable question:

#### Instructions

1. Identify any possible PICO elements from the provided research question(s) and fill them into the PICO template. This has partially been done for you.
2. Come up with the remaining PICO elements using your creativity.
3. Is your Outcome measurable, if not revise it to one that is.
4. Create a one-sentence research(able) question that incorporates at least 3 PICO elements.

What is the population for your research question? \*

Your answer \_\_\_\_\_

What is the intervention for your research question? \*

Your answer \_\_\_\_\_

# Inclusion/exclusion criteria activity



In class: Stand-up if you meet inclusion criteria / sit down if you meet exclusion criteria

Results: Visible based on how many are still standing



Online – Click Yes if you meet inclusion criteria / click No if you meet the exclusion criteria

Results: Visible based on how many ✓ or ✗ there were on the participants list

# Inclusion/exclusion criteria activity

## Inclusion Criteria



## Exclusion Criteria





# Mining seed papers – In class

- Printed copies of known article records were provided
- Participants scanned each record and submitted keywords using Padlet
- Could be done individually or in pairs

The image shows a Padlet board titled "Analyzing Seed Papers for Keywords" by user zahra\_premji1. The board is organized into three columns representing different concepts. Each concept has a central box with a title and a list of criteria, and several smaller boxes containing keywords or terms related to that concept.

Concept 1: Post-secondary students (post your keyword suggestions below)	Concept 2: Weight (post your keyword suggestions below)	Concept 3: Bias (post your keyword suggestions below)
<b>Between Health and Non-Health Students</b> <ol style="list-style-type: none"><li>1. whether in health-related disciplines or not</li><li>2. Post-secondary students in an Australian University</li><li>3. Final-year students</li><li>4. Students</li></ol>	overweight	Obesity bias
	underweight	attitudes
	weight	social bias
	<b>Obesity</b> <ol style="list-style-type: none"><li>1. Obesity</li><li>2. Body image</li></ol>	Attitudes Beliefs Opinions
<b>Students</b> <p>Undergrad or graduate students Study discipline (ie. fashion)</p>	BMI score Obesity	<b>stereotyping</b>
<b>exercise science students</b>	antifat	attitude or attitudes prejudice
<b>undergraduate</b> <p>graduate sophomore students</p>	fat	antifat bias
	thin	weight bias

# Mining seed papers - Online

- List of known article titles were provided
- Participants searched the titles in a specified database to locate the record
- Participants added keywords and subject headings directly into the concept table in the Google Doc
- Individual contributions into one group document
- The concept table was used in the following workshop (Searching/translate)

## Systematic Reviews Workshop #1 - Mining seed papers activity

### Instructions:

- 1) Search each title in the database of your choice (Academic Search Complete or PsycInfo)
- 2) Mine/analyze the article record for subject headings and/or textwords.
- 3) Insert the subject headings and textwords/keywords found during the activity in the appropriate cell of the table below.

	Textwords/keywords	Subject headings (from Academic Source Complete database)	Subject headings (from APA PsycInfo database)
Concept 1: Pet Therapy	<b>Therapy Dogs</b> dog therapy Cearegivers brief dog-assisted therapy animal-assisted therapy human-canine interaction Guide Dog Pet therapy animal-assisted activities Out-reach programming Human- animal interaction Therapy-dogs Positive Symptoms of Schizophrenia Outreac	<u>TREATMENT of psychological stress</u> <u>PET therapy</u> <u>animal-assisted therapy</u> <u>PHYSIOLOGICAL stress</u> <u>TREATMENT effectiveness</u> <u>Psychiatric treatment</u> <u>PSYCHOLOGY of college students</u> <u>TREATMENT of psychological stress</u> <u>BLOOD pressure measurement</u> <u>Self-evaluation</u> <u>Educational Council</u>	Animal assisted therapy, pets, physiological stress, psychological, stress, Interspecies interaction Dogs  Outreach programs caregivers
Concept 2: Post-secondary students	Female undergraduates Campus Blood pressure Exam stress	<u>UNIVERSITIES &amp; colleges</u> <u>ACADEMIC libraries</u> <u>student engagement</u>  <u>*SCHOOL health services</u> <u>SCHOOL health services</u>	Human Females College Students Academic stress

# Screening activity – In-class

- Printed handout containing the title/abstract and space to fill in the screening decision
- Completed all abstracts individually
- Class discussion about each record facilitated by instructors using show of hands and a discussion of the reasons

## Activity 2: Title/abstract screening

Screen the following titles/abstract to determine if they should be included in our study.

Title	Abstract	Decision (Include or Exclude)
Development of the Health and Weight Attitudes Scale. [References].	Objective: To develop and validate an instrument to assess attitudes toward Health at Every Size (HAES) principles. Methods: Survey items were generated based on 5 HAES principles. A panel of reviewers was recruited to establish content validity. A convenience sample of college students in health education was recruited for pilot survey administration. Internal reliability was assessed using Cronbach alpha and test-retest reliability was assessed with Pearson correlation. Results: Three panelists reviewed the instrument and provided feedback for revision. Cronbach alpha for the final instrument was .75 (n = 43) at pretest and .78 (n = 53) at <u>posttest</u> , and Pearson correlation was 0.85 (n = 39), indicating internal consistency and test-retest reliability. Conclusions and Implications: The instrument was determined to be both a valid and reliable instrument to measure HAES attitudes among college students in health education. Nutrition educators may find this instrument useful in other settings to assess HAES attitudes or as an alternative to other instruments measuring anti-fat attitudes.	
Prejudice against obesity in university students studying in health-related departments.	Purpose This study was conducted to determine the degree of obesity prejudice exhibited and felt by students attending health-related departments. Design and Method The sample included 729 students studying in health-related departments at a university in Turkey who volunteered to take part in the study. Findings The average Obesity Prejudice Scale (OPS) score of the students was 75.54+/-10.43, thus indicating that they tend toward prejudice. Practical Implications According to the results of the study, university students who will be future nurses and other healthcare professionals, tend toward obesity prejudice, negatively impacting health care.	
"No seconds for you!": Exploring a sociocultural model of fat-talking in the presence of family involving restrictive/critical caregiver eating messages, relational body image, and anti-fat attitudes in college women.	In line with sociocultural models of parental influence on body image, we examined the relationship between recall of restrictive/critical caregiver eating messages (RCEM) and current frequency of disclosing self-disparaging fat talk among family in 335 undergraduate women (Mage = 19.4; SD = 1.53; range = 18-27). Additionally, two forms of relational body image (i.e., perceived body acceptance by others, external body image shame) and anti-fat attitudes were tested as potential explanatory pathways. RCEM were positively related to current frequency of self-directed fat talk in the family context. All three proposed mediators helped explain this relationship, with external body image shame demonstrating the largest observed effect. Findings suggest frequent recollections of caregivers' implied weight-stigmatizing comments surrounding eating may contribute to more frequent self-denigrating body talk with family members at present via both positive and negative dimensions of relational body image and endorsed explicit weight bias. Theoretical and practical implications are discussed.	

# Screening activity – Online

- Title/abstract provided as part of the presentation and shared on screen.
- A decision to include/exclude was submitted using Zoom polls.
- The result of each poll was shared with the class and a discussion about the results followed.

## Title/abstract 2

TITLE: Effect of Canine Play Interventions as a Stress Reduction Strategy in College Students.  
ABSTRACT: Forty-eight students engaged with a therapy dog for 15 minutes during finals week to evaluate the effect on stress. Psychological (Perceived Stress Scale, visual analog scales) and physiologic stress (vital signs, salivary cortisol) measures were collected before and after the intervention. Paired t tests showed significant reductions in all psychological and physiologic measures except diastolic blood pressure. This supports animal-assisted therapy as an effective stress management strategy for nursing and other college students.

### Inclusion Criteria

- 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

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

# Which tool to use?

Tools	Benefits	Challenges
Zoom polling feature	<ul style="list-style-type: none"><li>• Easy to create, administer, and share results</li><li>• Monitor progress/ # of submissions</li><li>• Anonymous participation</li><li>• Great for quick 1-minute interactivity/assessments</li><li>• Can be paired with on-screen information</li></ul>	<ul style="list-style-type: none"><li>• Multiple choice only</li><li>• Only host can create the poll</li></ul>
Zoom Yes/No feature	<ul style="list-style-type: none"><li>• Easy to use</li><li>• Built into zoom platform</li><li>• Great for asking any Yes/No question</li></ul>	<ul style="list-style-type: none"><li>• Not anonymous</li><li>• Participants have to take down the reaction after</li></ul>
Google Forms	<ul style="list-style-type: none"><li>• Easy to create</li><li>• Multiple question types possible</li><li>• No limits on the number of questions</li><li>• Possible to monitor progress/ # of submissions</li></ul>	<ul style="list-style-type: none"><li>• On a different platform/requires students to navigate away from zoom</li></ul>
Google Docs	<ul style="list-style-type: none"><li>• Easy to create</li><li>• No limit on number of contributors</li><li>• No account required for participants</li><li>• Completed document can be downloaded/re-used</li><li>• May be a familiar platform for students</li></ul>	<ul style="list-style-type: none"><li>• On a different platform/requires students to navigate away from zoom</li><li>• Uses significant bandwidth</li></ul>



# Questions?

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