

Practical tips and resources to guide a knowledge synthesis study

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RRISIQ
Network**

Réseau de recherche en interventions
en sciences infirmières du Québec
Quebec Nursing Intervention
Research Network

Context of Invitation

Knowledge Synthesis as a Final Course Assignment



- Research Methods in Nursing I (NUR2-612)
 - Introductory 3-credit graduate course taught in 2014 and 2015
 - **Course Syllabus and materials will be available on RRISIQ site for you to adopt to your local setting**
 - 15 publications
 - 35 published students

Graduate Students Co-Presenting their Re-designed Graduate Course at the 2014 RRISIQ Annual Meeting

List of 12 Peer-reviewed Publications from NUR2-612 Using Course Syllabus [n = 32 published students]

#	Peer-review Publications	# students
1	<u>Abda, A., Bolduc, M-E., Tsimicalis, A., Rennick, J., Vatcher, D., & Brossard-Racine, M.</u> Psychosocial Outcomes of Children and Adolescents with Complex Congenital Heart Defect: A Systematic Review . <i>Journal of Pediatric Psychology</i> , Volume 44, Issue 4, May 2019, Pages 463–477.	2
2	Arnaert, A, <u>Mills, J, Sol Bruno, F,</u> & Ponzoni, N. (2018). The educational gaps of nurses in entrepreneurial roles: An integrative review . <i>Journal of Professional Nursing</i> . 34(6), 494-501.	2
3	Clausen, C., <u>Cummins, K., Dionne, K.</u> (2017). Educational interventions to enhance competencies for interprofessional collaboration among nurse and physician managers: An integrative review . <i>Journal of Interprofessional Care</i> . 31(1):1-11	2
4	<u>Doronina O., Jones, D., Martello, M., Biron, A., & Lavoie-Tremblay, M.</u> (2017). A Systematic Review on the Effectiveness of Interventions to Improve Hand Hygiene Compliance of Nurses in the Hospital Setting. <i>Journal of Nursing Scholarship</i> , 49(2), 143-152.	3
5	<u>Elmore, J., Wright, DK., & Paradis, M.</u> (2018) Nurses' moral experiences of assisted death: a meta-synthesis of qualitative research. <i>Nursing Ethics</i> , 25(8), 955-972.	2

List of 12 Peer-reviewed Publications from NUR2-612 Using Course Syllabus [n = 32 published students] (continue)

#	Peer-review Publications	# students
6	Lambert, S. D., Duncan, L., <u>Bruson, A.M., Kapellas, S., Myrand, M., Santa Mina, D., Culos-Reed, N., and Lambrou, A.</u> (2016). A descriptive systematic review of physical activity interventions for caregivers: effects on caregivers' and care recipients' psychosocial outcomes, physical activity levels, and physical health. <i>Annals of Behavioral Medicine</i> , 50(6), 907–919	3
7	<u>Schaffler, J., Leung, K., Tremblay, S., Merdsoy, L., Belzile, E., Lambrou, A., Lambert, S.D.</u> (2018). The Effectiveness of Self-Management Interventions for Individuals with Low Health Literacy and/or Low Income: A Descriptive Systematic Review . <i>Journal of General Internal Medicine</i> , 33 (4), 510-523.	2
8	<u>Nghiem, T., Louli, J., Treherne, S., Anderson, C., Tsimicalis A., Lalloo, C., Stinson, J., & Thorstad, K.</u> (2017). Pain experiences of children and adolescents with Osteogenesis Imperfecta: An Integrative Review . <i>Clinical Journal of Pain</i> ¹ . 33(3), 271-280	4
9	Singh, M., Maheu, C., <u>Brady, T., & Farah, R.</u> (2017). The psychological impact of the rapid diagnostic centres in cancer screening: A systematic review . <i>Canadian Oncology Nursing Journal/Revue Canadienne de Soins Infirmiers en Oncologie</i> , 27(4), 348-355.	2

List of 12 Peer-reviewed Publications from NUR2-612 Using Course Syllabus [n = 32 published students] (continue)

#	Peer-review Publications	# students
10	Singh, M., Maheu, C., <u>Brady, T., & Farah, R.</u> (2017). Centres de diagnostic rapide du cancer et conséquences psychologiques : une analyse systématique . <i>Canadian Oncology Nursing Journal/Revue Canadienne de Soins Infirmiers en Oncologie</i> , 27(4), 356-364.	2
11	<u>Stake-Doucet, N., Wong, C., Lombardo, C., Sanzone, L., & Tsimicalis, A.</u> (2016). An Integrative Review of Peer Mentorship Programs for Undergraduate Nursing Students. <i>Journal of Nursing Education</i> . 55 (3), 141-149	3
12	Tsimicalis, A., <u>Denis-Larocque, G., Michalovic, A., Lepage, C., Williams, K., Yao, T-R., Palomo, T., Dahan-Oliel, N., Le May, S., & Rauch, F.</u> (2016). The psychosocial experience of individuals living with osteogenesis imperfecta: a mixed-methods systematic review . <i>Quality of Life Research</i> . 25(8), 1877-96.	5

List of 3 Peer-reviewed Publications Using Unpublished NUR2-612 Findings into Students' Research Projects [n = 3 published students]

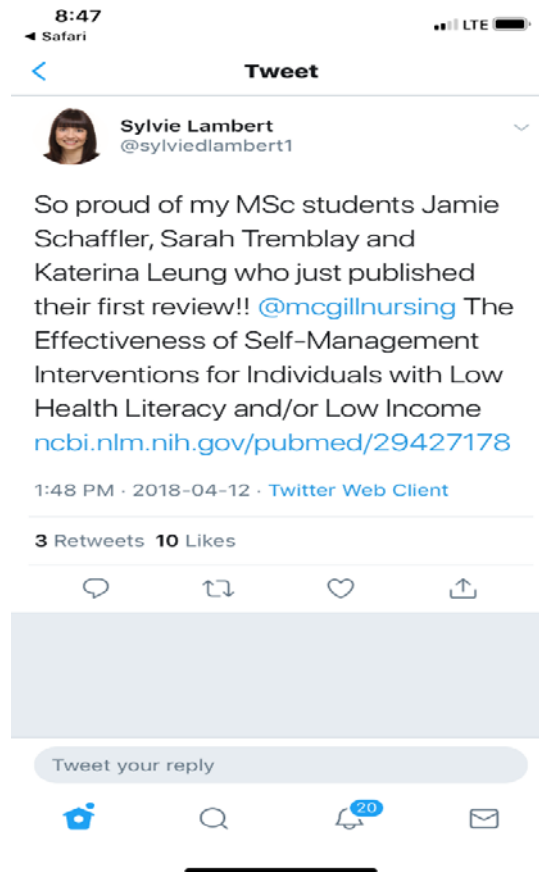
#	Peer-review Publications	# students
13	<u>Beauregard, P.</u> , Arnaert, A., Ponzoni, N. (2017). Nursing students' perceptions of using smartphones in the community practicum: A qualitative study. <i>Nurse Education Today</i> , 53, 1-6.	1
14	<u>Schneider, A., Stephens, L.</u> , Ochoa Marin, C., Semenic, S. Benefits and Challenges of a Nursing Service-Learning Partnership with Communities of Internally-Displaced Persons in Medellín, Colombia: A Qualitative Descriptive Study (2018). <i>Nurse Education and Practice</i> , Sep 5;33:21-26. doi: 10.1016/j.nepr.2018.08.002	2
15	<u>Behan, J.</u> , Arora, R.S., Carnevale, F., Bakhshi, S., Bhattacharjee, B. & Tsimicalis, A. Children's Participation in Decisions, Discussions, and Actions in A Pediatric Oncology Setting In New Delhi, India: A Focused Ethnography. <i>Under Review</i> .	1

Master's Students; Olena Doronina, Denise Jones and Marianna Martello published the following systematic review; *Doronina O., *Jones, D., *Martello, M., Biron, A., & **Lavoie-Tremblay, M.** (2017). A Systematic Review on the Effectiveness of Interventions to Improve Hand Hygiene Compliance of Nurses in the Hospital Setting. *Journal of Nursing Scholarship*, 49(2), 143-152. This article was one of the journal's top 10 most downloaded papers. As of year-end 2017, the article received **4526** downloads, creating impact and raising the visibility of the *Journal of Nursing Scholarship* as well.

4526
DOWNLOADS

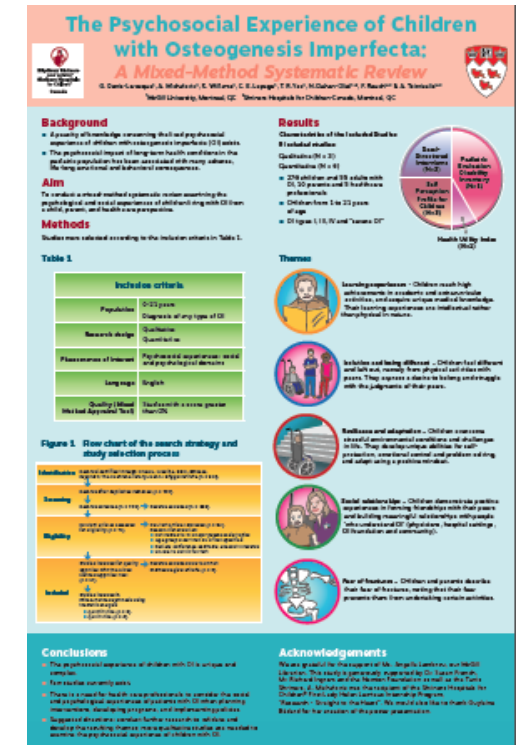
Celebrating the 4526 downloads in the First Annual Research Report

Faculty Member Tweeting the news of students first publication



4 abstracts published in the 2016 issue of [The Heart/ Le Coeur](#)

Award-winning peer reviewed presentations



Examples of Research Findings Being Disseminated at Conferences and through Social Media and Newsletters

Excerpt Example of Grading Grid

Criterion	Grading	Grade
Literature search procedures (5 marks)	<ul style="list-style-type: none"> Literature search procedures are clearly described and appropriate (Specific details re: identifying studies “n”, inclusion, exclusion criteria & process for selecting full text articles are included). Literature search fits very well with the study purpose. Database sources and resources (e.g. use of librarian, EndNote, interlibrary loan) used to search for study are identified and adequate. Rationale for final included studies is explained and appropriate. Quality assessment (if appropriate), data extraction and collection procedures are very clearly and explicitly described and are appropriate. All details for data collection procedures are provided so that reader clearly understands what was done, by whom, and when (5) Literature search procedures are clearly described and appropriate. A few minor details may require clarification. Literature search plan fits very well with the study purpose. Rationale for final included studies is explained and appropriate. Quality assessment (if appropriate), data extraction, and data collection procedures are clearly and explicitly described. Almost all details for quality assessment and data collection procedures are provided so that reader clearly understands what will be done by whom, and when (4) Some important details re: literature search procedures are missing. Adequate description of procedures but some of the key specifics are missing so that some aspects of the methods and procedures remain unclear to the reader. (3) Very little detail provided concerning literature search procedures. Unable to clearly determine how search was conducted. Insufficient details concerning the above are provided. Unable to determine what was done and how. (2 or less) 	

Tsimicalis Adapted from: Feeley (evaluation grid 630 Revised Jan 2013) and Feeley Evaluation Grid Revised Jan 2014 M Purden for 612.
 December 14, 2014, Joanna Briggs Institute Appraisal Checklist for Systematic Reviews and Research Syntheses (August 15 2015)

Knowledge Synthesis as a Final Course Assignment for Undergraduate Independent Studies



- Human Genetics Research Project (HGEN-396)
- Research Fundamentals I (INDS 123) and Research Fundamentals II (INDS 223)
- Development Research Project (INTD 490)
- Led to creation of a nursing research elective
 - **Course Syllabus and materials will be available on RRISIQ site for you to adopt to your local setting**

Examples Conducted by Undergraduate Students

#	Peer-review Publications	# students
1	<u>Carrier, J., Siedlikowski, M., Thorstad, K., Michalovic, A., Lafrance, M-E., Wong, T., Chougui, K., Bilodeau, C., Brissette, S., Rauch, F., & Tsimicalis, A. (2018). A Best Practice Initiative to Optimize Transfer of Young Adults with Osteogenesis Imperfecta from Child to Adult Healthcare Services. <i>Clinical Nurse Specialist</i> 32(6), 323-335.</u>	3
2	<u>Jeong, S., Chougui., K., Mercier, C., Wong, T., Lafrance, M-E., Gagnon, V., Plourde, S-A., Rauch, F., Bilodeau, C., Thorstad, K., & Tsimicalis, A. (2019). Development of The Good2Go MyHealth Passport for Individuals With Osteogenesis Imperfecta: A Knowledge Synthesis Study. <i>International Journal of Orthopaedic and Trauma Nursing</i> 33, 27-34.</u>	1
3	Chougui, K., Addab, S., Palomo,T., Morin, S.N., Veilleux, L-N., Bernstein, M., Thorstad, K., Hamdy, R., & Tsimicalis, A. Clinical Manifestations of Osteogenesis Imperfecta in Adulthood: An Integrative Review of Quantitative Studies and Case Reports <i>Accepted American Journal of Medical Genetics: Part A.</i>	2
4	An Integrative Review of the Informal Caregiving Experiences of Children with OI	2
5	A Scoping Review of the Costs Incurred by Families of Children with OI	2
6	Best Practice Guidelines for Handling Children with OI	5

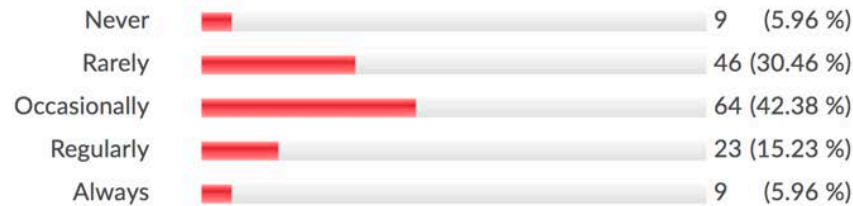
Train Undergraduates in Essential First Steps of a Knowledge Synthesis Study

- External sources of information are often required to provide care consistent with best evidence (Bakken et al 2004)
- In order to take advantage of all the features of information technology and available information resources, nurses must know how to use them (Pravikoff et al 2005)
- Few nurses able to conduct successful literature searches with either MEDLINE or CINAHL databases

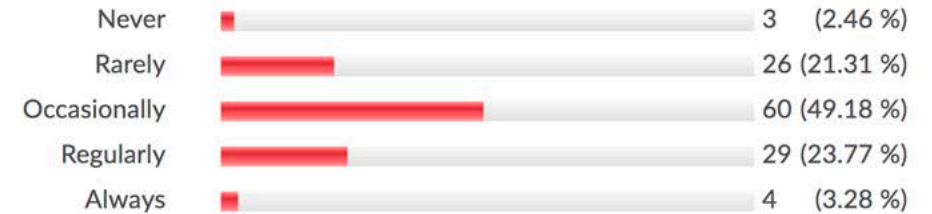
The knowledge that I use in my practice is based on...

articles published in medical journals

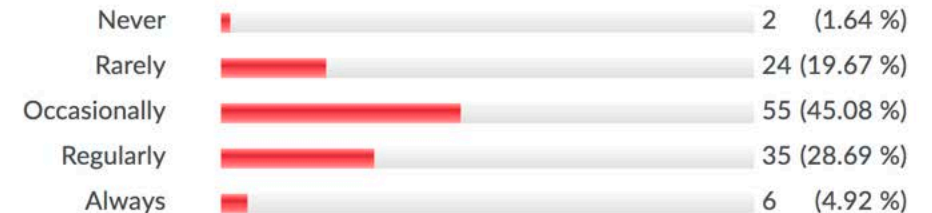
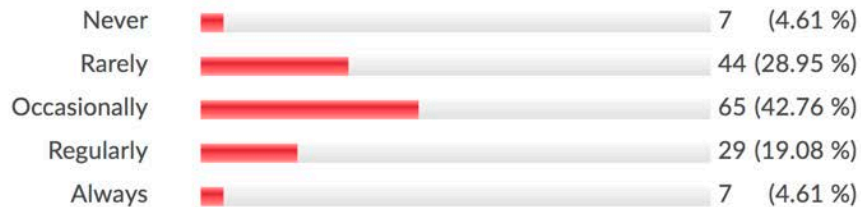
Pre Research Course



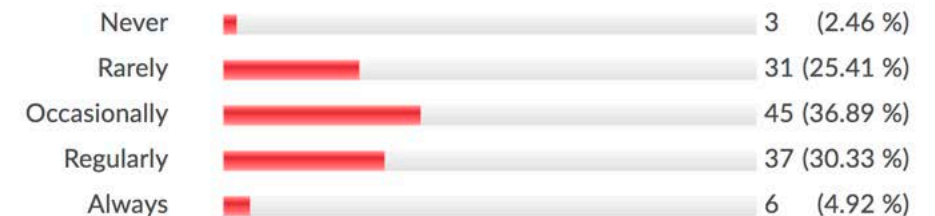
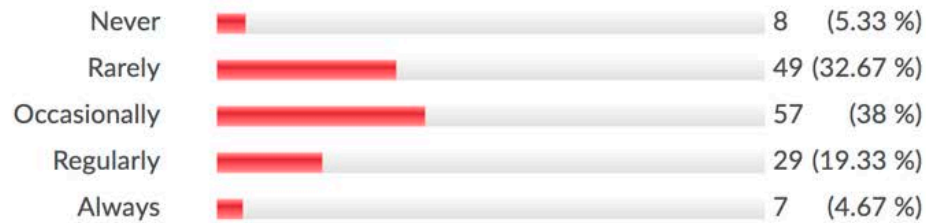
Post Research Course



articles published in nursing journals



articles published in nursing research journals



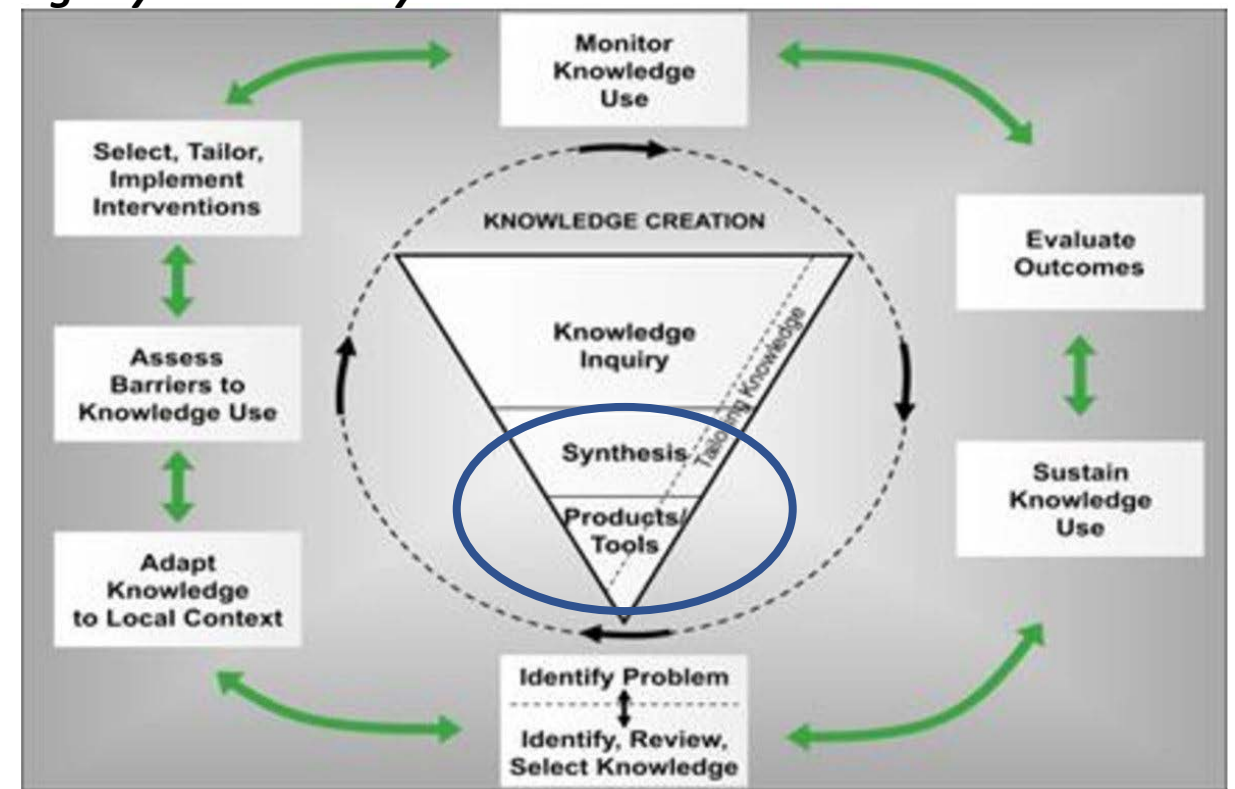
Incoming McGill bachelor's nurse entry 2019 cohort (n = 143) pre/post research course



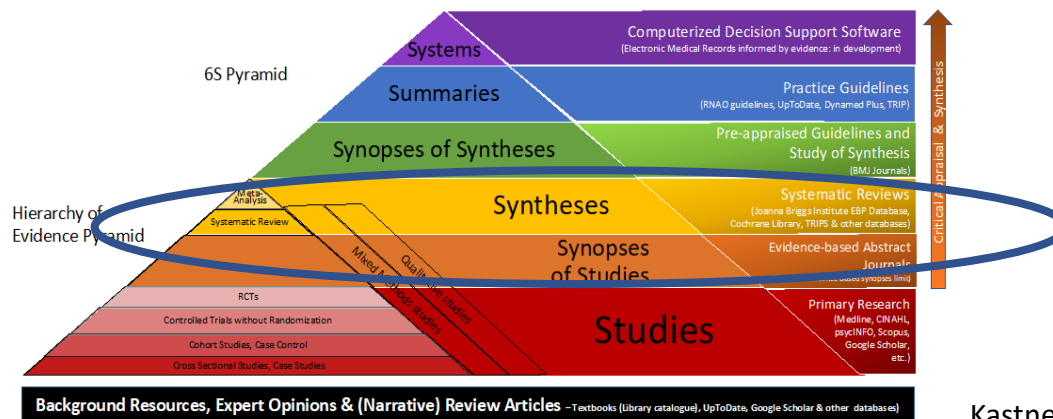
Increasing readership but more require greater integration of research into practice

Presentation Overview

What is a Knowledge Synthesis Study?



Combined Evidence Pyramid

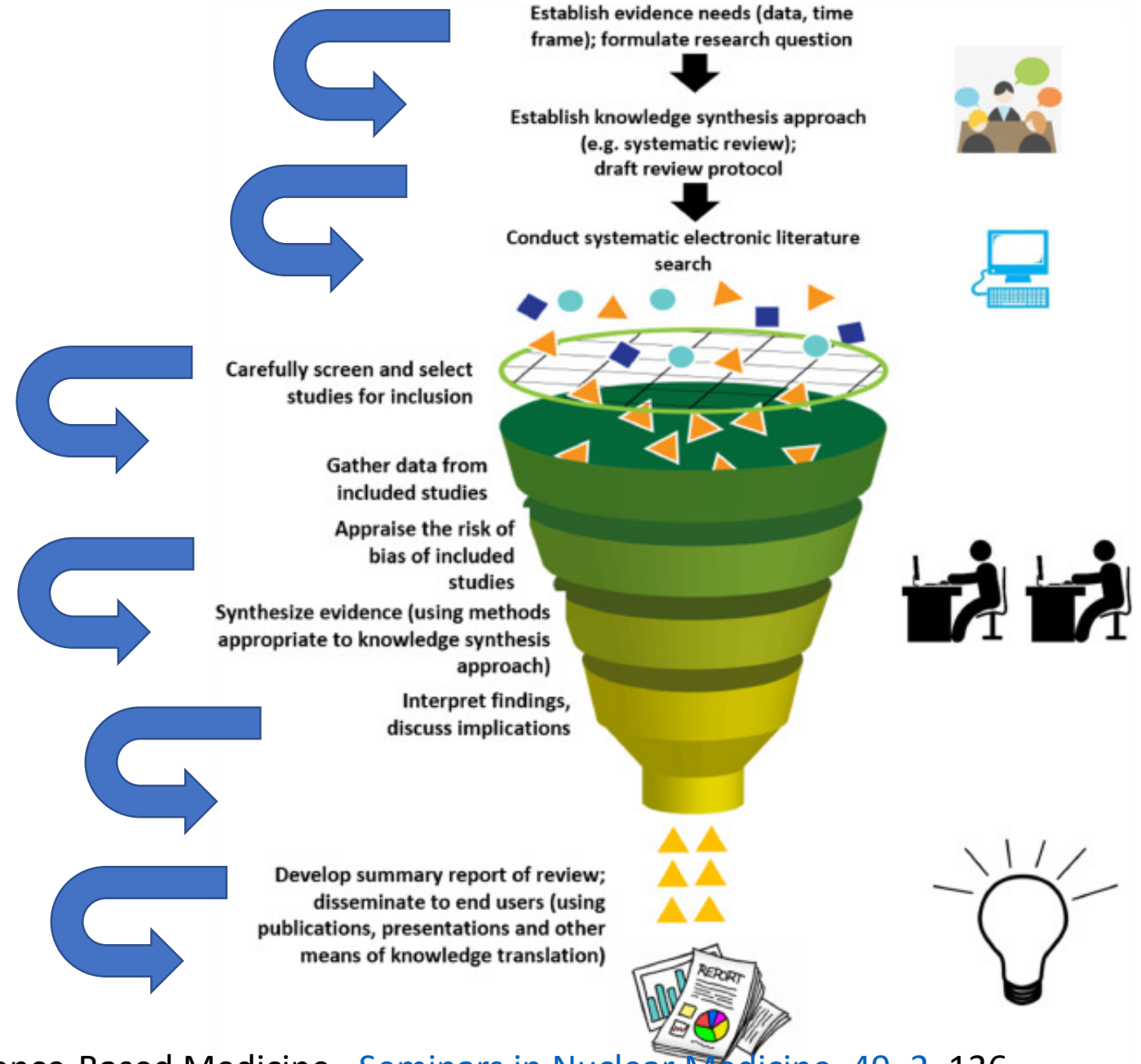


Knowledge to action (KTA) framework

- Summarizes all pertinent studies on a specific question
- Help improve the understanding of inconsistencies in diverse evidence
- Define future research agendas, provide the evidence base for knowledge translation products including clinical practice guidelines, policy briefs and decision aids

Kastner et al 2012. What is the most appropriate knowledge synthesis method to conduct a review? Protocol for a scoping review <https://bmcmmedresmethodol.biomedcentral.com/articles/10.1186/1471-2288-12-114>

- Offer some practical tips and resources along the way to help guide to conduct your first knowledge synthesis study at each phase
- Offer new insight on leading a new type of knowledge synthesis study
- Bring to your attention some new resources and recent discussions in the literature
- Suggest some new engaging ways to expand your reach in dissemination
- Invite feedback to understand how RRISIQ may best serve your learning needs



Grimshaw, J. A Guide to Knowledge Synthesis: A Knowledge Synthesis Chapter

- In general syntheses involve the following steps:
 - Stating the objectives of the research
 - Defining eligibility criteria for studies to be included;
 - Identifying (all) potentially eligible studies;
 - Applying eligibility criteria;
 - Assembling the most complete data set feasible, including,
 - data extraction;
 - quality appraisal of included studies;
 - Analyzing this data set, using statistical synthesis and sensitivity analyses, if appropriate and possible; and
 - Preparing a structured report of the research

Systematic Reviews, Scoping Reviews, and other Knowledge Syntheses

[Home](#)[Types of knowledge syntheses](#)[How to conduct a knowledge synthesis](#)[Knowledge synthesis process](#)[Identifying the research question](#)[Developing the protocol](#)[Searching for studies](#)[Database search tips](#)[Advanced tools for building the search](#)[Grey literature and supplemental searching](#)[Documenting the search methods](#)[Exporting search results to EndNote](#)[Deduplicating](#)[Updating the database searches](#)[Resources for screening, appraisal, and synthesis](#)[Writing the review](#)

Knowledge synthesis process

PROCESS

[QUESTION](#)[PROTOCOL](#)[SEARCH](#)[SCREENING](#)[APPRAISAL](#)[SYNTHESIS](#)[WRITING](#)

This guide covers the steps in the process of a knowledge synthesis.

1. [Question](#): Formulate a clear, answerable question
2. [Protocol](#): Write and register a protocol that outlines the steps you will take in the review
3. [Search](#): Conduct a systematic, reproducible search to find articles relevant to your question
4. [Screening](#): Look at each article to see if it matches your inclusion and exclusion criteria
5. [Appraisal](#): Assess the quality of the studies included in your review
6. [Synthesis](#): Summarize the knowledge you have found
7. [Writing](#): Write your methods and results for publication

Contact us

[Find a librarian](#) in your subject area to help you with your knowledge synthesis project.

Or contact the librarians at the **Schulich Library of Physical Sciences, Life Sciences, and Engineering**
schulich.library@mcgill.ca
514-398-4769

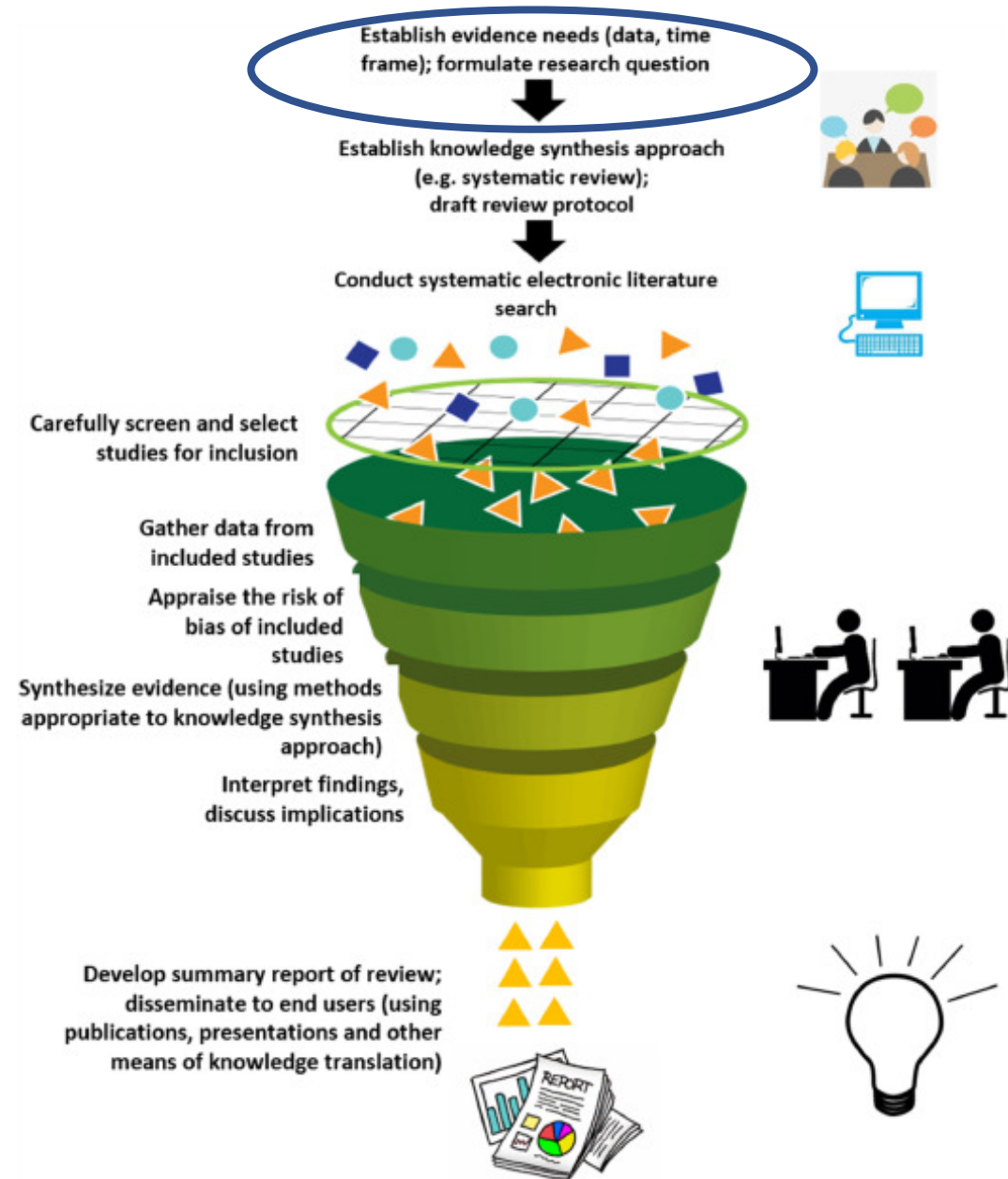
Need help? Ask us!



Need help? Ask us!

<http://libraryguides.mcgill.ca/c.php?g=695878&p=4962663>

Establish Evidence Needs; Formulate Research Question



Nursing: Evidence-Informed Practice Ask Module

Ask Module: Ask an answerable question
Video 1: Background versus foreground questions
Video 2: Asking answerable questions
Readings & Resources
Course Guides
Modules by topic

Go to the main [Nursing subject guide](#)

Ask Module: Ask an answerable question

Module 1: Ask an answerable question (Step 1)



In this module:

Video 1: Background versus foreground questions

Librarian



[Francesca Frati](#)

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[Schedule an appointment](#)

Contact:

Schulich Library of Physical Sciences, Life Sciences, and Engineering (Relocated to the McLennan-Redpath Library Complex during the Schulich closure)
(514) 398 1277

Social:



Subjects:

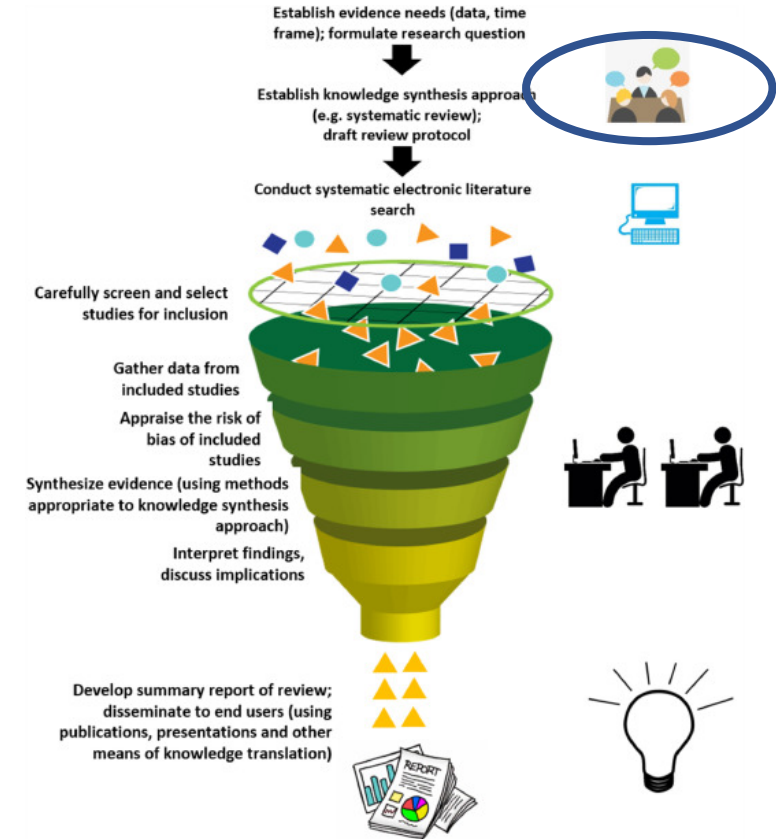
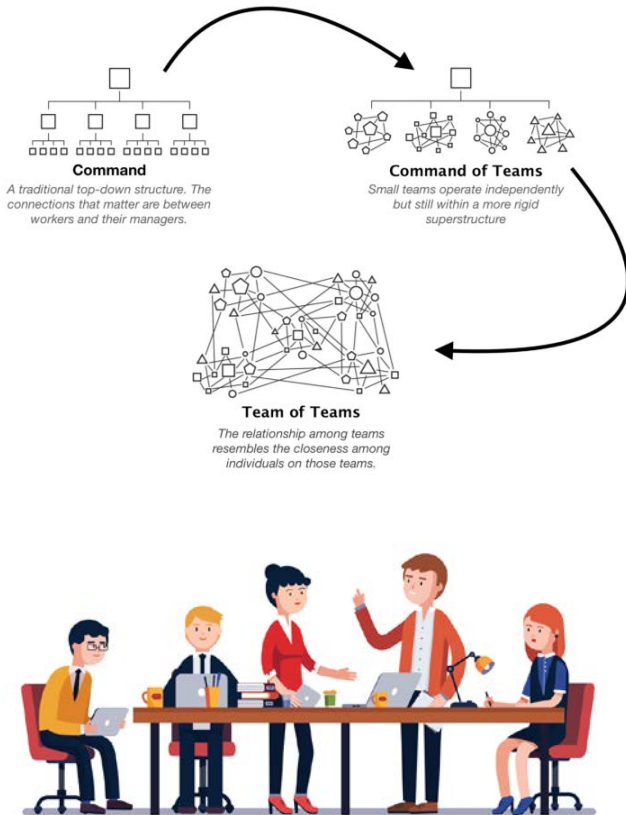
[Nursing](#)

- Consider date, timeframe, resources
- Modules available at McGill for “*Asking Answerable Questions*”
- Acknowledge the iterative process of formulating your research question(s) and scope of the literature

Determining “Best” Questions

- Significance of the Problem
- Researchable
- Feasibility
- Experience of the researcher
- Ethical





Create a Team: Mobilize your Network!

<https://www.salesforce.com/ca/blog/2018/01/shake-up-sales-team-meeting-agenda.html>

<https://medium.com/@beaugordon/key-takeaways-from-team-of-teams-by-general-stanley-mcchrysal-eac0b37520b9>



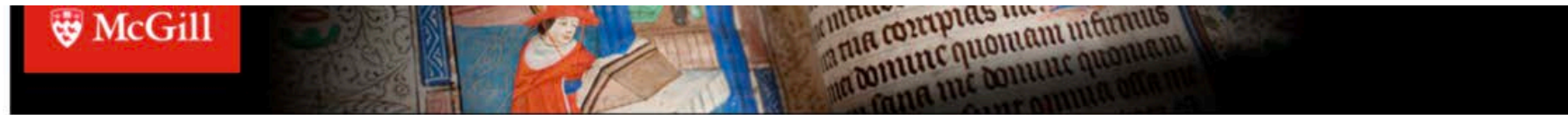
Create your Team

- Interprofessional Team (e.g. nursing, medicine, OT, PT, teachers, child life)
- Decision Makers
- Librarian Scientist
- Methodology experts
- Patients/Families
- Patient Foundations
- Students
- Graphic Artists
- Marketing/Communication



Library Resources

<https://libraryguides.mcgill.ca/nursing>



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Nursing

Nursing resources and subject guides for faculty and students

Home
Learning Modules
Course Guides
Topic Guides
Journal Club
Liaison & Library Services

[Temporary relocation of the Schulich Library of Physical Sciences, Life Sciences, and Engineering \(2019-2021\)](#)

On this guide you will find resources to help you find the information you are looking for, to help you answer questions about patient care, and to help you conduct your research.

Additional Nursing Subject Guides:

[Nursing Clinical Practice Subject Guide](#): Go here for help learning about evidence-informed practice, finding skills & videos and information about licensure and certification.

[Nursing Research Subject Guide](#): Go here to learn about knowledge synthesis, and help writing (**including using APA style**), citing and publishing.

Contact the nursing liaison librarian



[Francesca Frati](#)

[Email me](#)

[Schedule an appointment](#)

STEP 1 [Ask Module](#): complete this module to learn how to ask questions more clearly to improve your search results

More information:

- [More about asking answerable questions](#)
- [Question frameworks](#)

STEP 2 Search Modules

- **STEP 2 A [Basic Search Module](#):** complete this module to learn how to plan and conduct a search using keywords in the following resources (but can apply to any resource that uses keywords searching)
 - Scopus
 - Google Scholar
 - UpToDate

More information:

- [Answering foreground questions](#)
- [Answering background questions](#)
- [How to access full text](#)

Be Transparent with your Team and Expectations

- [International Committee of Medical Journal Editors](#) - The Role of Authors and Contributors
- Learning Contract & Role Matrix
 - Purpose
 - Roles and Responsibilities of the Student
 - Roles and Responsibilities of the Advisors
 - Roles and Responsibilities of Course Instructors
 - Role Matrix (example next slide)
 - Learning Contract
 - To be posted on RRISIQ website

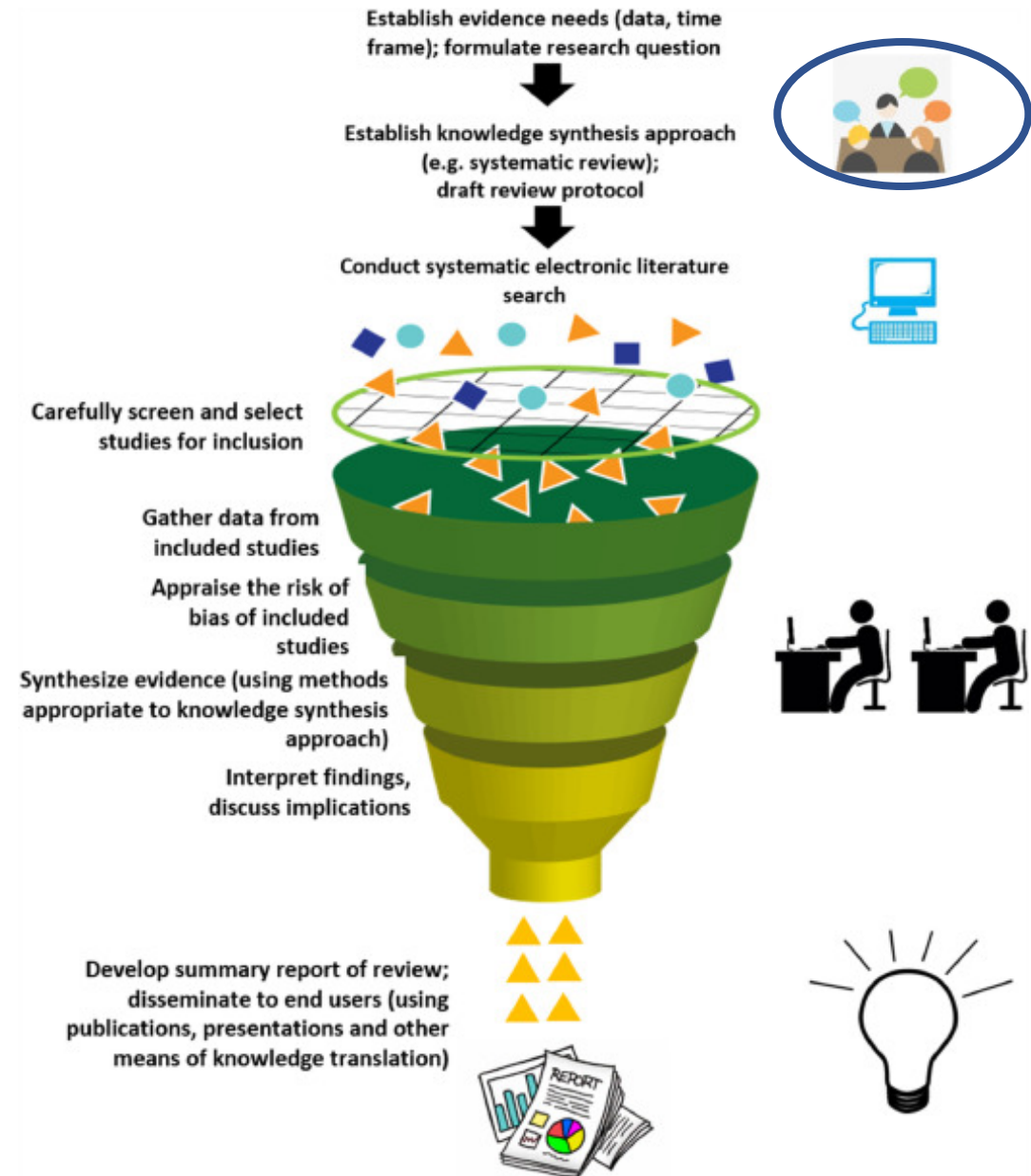


Credit: Frances Sol Bruno. Former McGill Nursing Graduate Student and Teaching Assistant helped create the Learning Contract & Role Matrix. Now, a PhD student at the University of Toronto.

SR Stage	Activity	Deadline (if applicable)	Team Member (mark initials for each activity)				Notes
Research Question Formulation	Formulate						
	Refine						
	Other (Specify)						
Database Search	Identify Databases to be Searched						
	Conduct Searches						
	Db:						
	Db:						
	Db:						
	Db:						
	Db:						
	Sort Abstracts/Titles						
	Retrieve Full-Text Articles						
	Review Full-Text for Relevance						
	Manage Endnote Database						
	Other (Specify)						

Example of the Learning Contract & Role Matrix Created by F Sol Bruno and A Tsimicalis. To be posted on RRISIQ website

Understand the Expertise of Nursing and your Network



Will Evidence-Based Nursing Practice Make Practice Perfect?

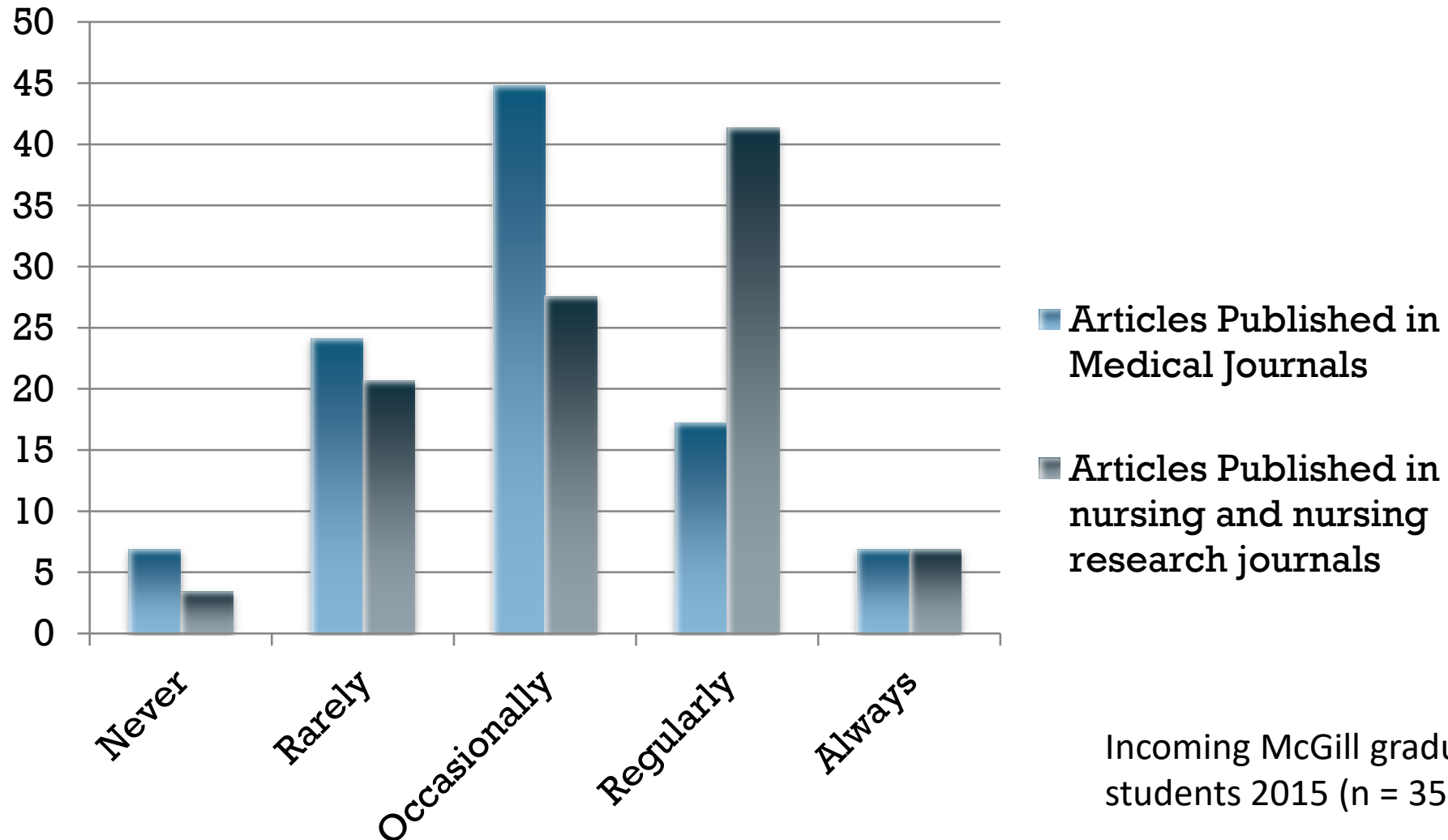
Carole A. Estabrooks

f. New therapies and medications that I learn about after physicians order them for patients	3.606	0.828	4
b. My intuitions about what seems to be "right" for the patient/client	3.555	0.782	4
k. What has worked for me for years	3.537	0.737	4
j. Information in textbooks	3.355	0.812	3
h. Articles published in nursing journals	3.251	0.949	3
l. The ways that I have always done it	3.040	0.725	3
g. Articles published in medical journals	2.671	0.944	3
i. Articles published in nursing research journals	2.550	0.949	3
p. Information I get from the media (e.g., popular magazines, television, the Internet, etc.)	2.410	0.839	2

Table 1 Demographic Characteristics of Sample (n = 600)

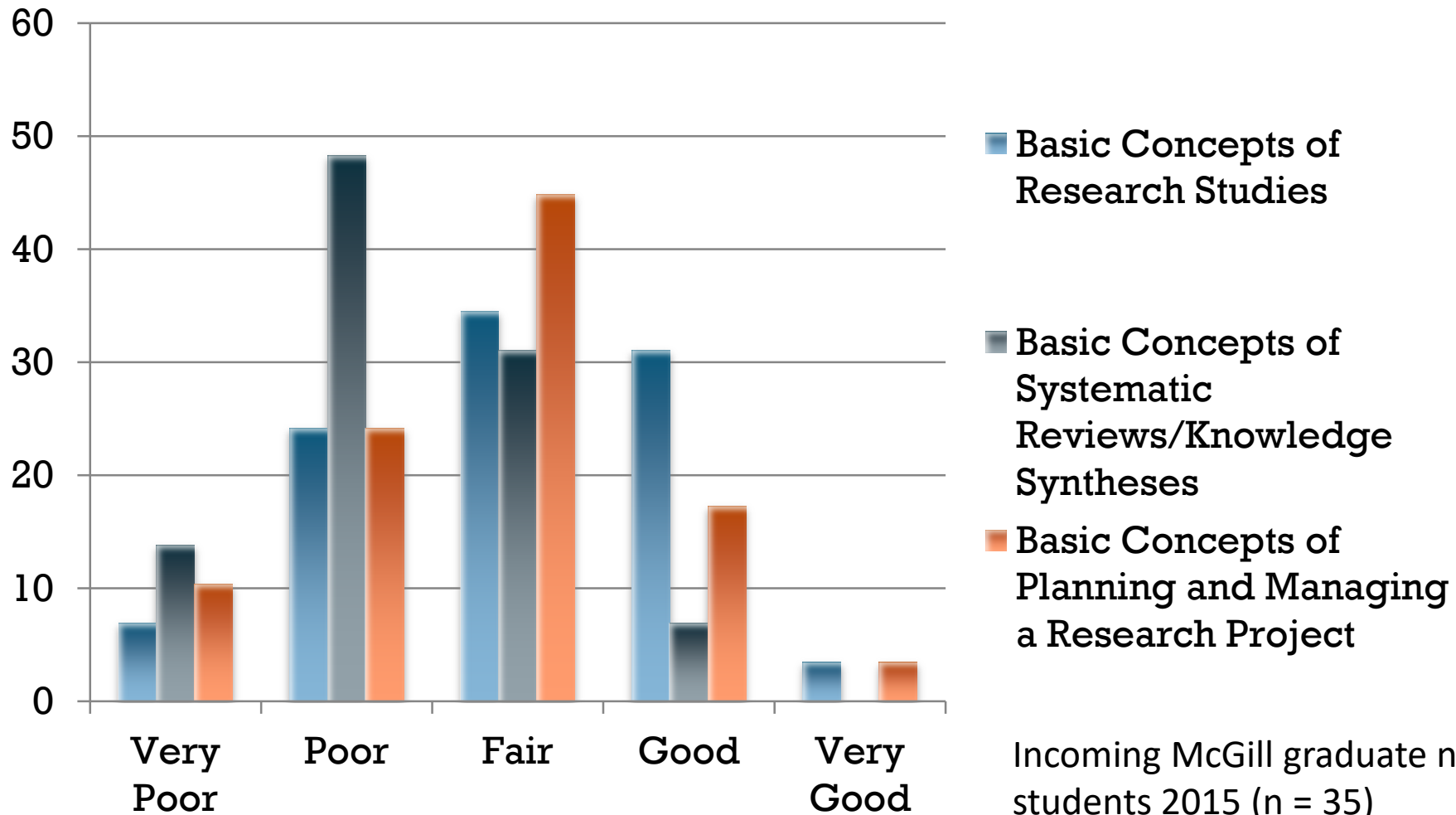
Characteristic	Sample	Population
Age (mean)	41.70	41.25
Sex		
Female	97.5%	98.04 %
Male	2.5%	1.96 %
Nursing Education		
Diploma	70.8%	79.66 %
Baccalaureate	25.2%	19.82 %
Master's	0.50%	0.36 %
Other	2.7%	negl.
Clinical Area		
General Hospital	41.8%	51.93 %
Critical Care/Specialty	20.8%	19.10 %
Geriatric/LTC	18.3%	12.05 %
Public Health	9.3%	4.83 %
Home Care	5.7%	6.18 %
Other	3.8%	5.78 %
Hours Worked per Week (average)	28.40	not avail.

The knowledge that I use in my practice is based on...



Incoming McGill graduate nursing students 2015 (n = 35); pre-class survey

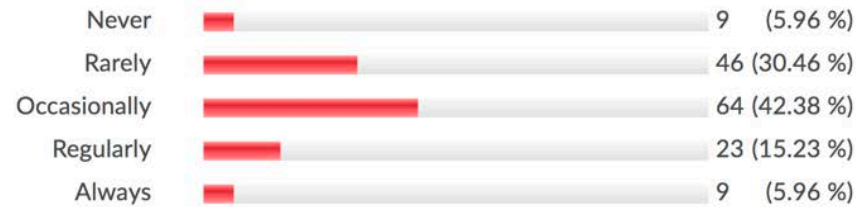
Indicate your level of knowledge on the following topics:



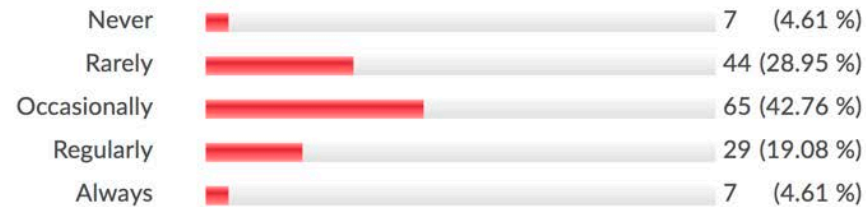
The knowledge that I use in my practice is based on...

Pre Research Course

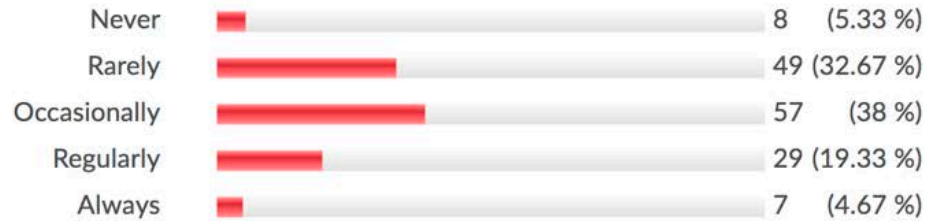
articles published in medical journals



articles published in nursing journals



articles published in nursing research journals



Incoming McGill bachelor's nurse entry 2019 cohort (n = 143) pre research course

2018 Knowledge Syntheses by RRISIQ

Member	Publication Title
Arnaert, A.,	The Educational Gaps of Nurses in Entrepreneurial Roles: An Integrative Review
Bourgault, P., & Rochefort, C.M.	Associations between nurse education and experience and the risk of mortality and adverse events in acute care hospitals: A systematic review of observational studies.
Baillet, A.,	A systematic review and meta-analysis of the effect of exercise on psychosocial outcomes in adults with obesity: A call for more research.
Breton, M.,	Conceptualizing 20 years of engaged scholarship: A scoping review .
Cloutier, L.,	Hypertension in Adults With Type 2 Diabetes: A Review of Blood Pressure Measurement Methods, Targets and Therapy.
Rochefort, C.M.,	Cost-effectiveness analysis of telerehabilitation for people who have sustained a stroke with return home without intensive rehabilitation: A systematic review .
Bourbonnais, A.	Health Science Communication Strategies Used by Researchers with the Public in the Digital and Social Media Ecosystem: A Systematic Scoping Review Protocol .
Galipeau, R., Baillet, A.,	Effectiveness of interventions on breastfeeding self-efficacy and perceived insufficient milk supply: A systematic review and meta-analysis .

2018 Knowledge Syntheses by RRISIQ (continue)

Member	Publication Title
Gélinas, C.,	Delirium assessment tools for use in critically ill adults: A psychometric analysis and systematic review .
Brault, I.	Comparing interprofessional and interorganizational collaboration in healthcare: a systematic review of the qualitative research .
Lavoie, P., Boyer, L., Larue, C., & Pepin, J.	Learning theories and tools for the assessment of core nursing competencies in simulation: A theoretical review .
Lambert, S.D.,	A protocol for an updated and expanded systematic mixed studies review of fear of cancer recurrence in families and caregivers of adults diagnosed with cancer.
Richard, L.,	Factors associated with the implementation of community-based peer-led health promotion programs: a scoping review .
Maheu, C.,	The fear of cancer recurrence literature continues to move forward: a review article .
Cossette, S., Dubé, V., Lavoie, P.	Effectiveness of serious games and impact of design elements on engagement and educational outcomes in healthcare professionals and students: a systematic review and meta-analysis protocol.

2018 Knowledge Syntheses by RRISIQ (continue)

Member	Publication Title
Maillet, E.,	Laboratory testing in primary care: A systematic review of health IT impacts.
Dubé, V.,	Identifying and understanding the health and social care needs of older adults with multiple chronic conditions and their caregivers: A scoping review .
Larue, C., & Boyer, L.	How does questioning influence nursing students' clinical reasoning in problem-based learning? A scoping review .
Montreuil, M.,	Children's moral agency: An interdisciplinary scoping review .
Tsimicalis, A	Pain Experiences of Adults with Osteogenesis Imperfecta: An Integrative Review .
Kilpatrick, K.	A systematic review of questionnaires used to describe the role of nurses in the management of mechanical ventilation in the intensive care unit. PROSPERO , International prospective register of systematic reviews.
Kilpatrick, K., Tchouaket, E.,	Systematic review of the characteristics of a brief team intervention to optimize roles in healthcare teams.
Dallaire, C., Gagnon, MP	Strategies for implementation and the effects of using the hospital at home model: an overview of systematic reviews and meta-analyses .

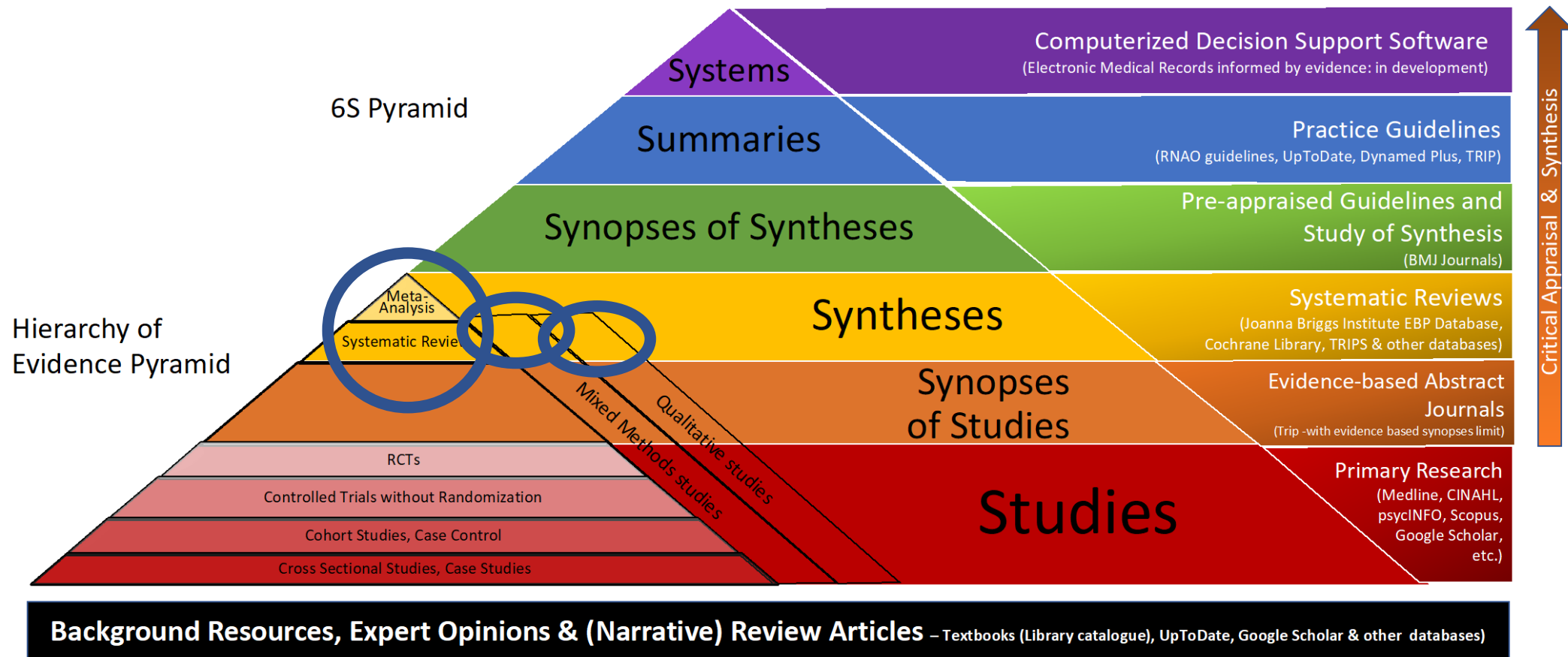
2018 Knowledge Syntheses by RRISIQ (continue)

Member	Publication Title
Poitras, M.-E.,	What are the effective elements in patient-centered and multimorbidity care? A scoping review .
Chouinard, M.C.,	Patient-reported outcomes in multimorbidity intervention research: A scoping review .
Lambert, S.D.	The Effectiveness of Self-Management Interventions for Individuals with Low Health Literacy and/or Low Income: A Descriptive Systematic Review .
Tapp, D.,	Evaluation of decision support tools for patients with advanced cancer: A systematic review of literature .
Gagnon, M. P.	Methods to Evaluate the Effects of Internet-Based Digital Health Interventions for Citizens: Systematic Review of Reviews .

Source: List of Publications- Regular Researchers 2018

<https://rrisiq.com/en/support-for-training-and-research/list-publications>

Combined Evidence Pyramid

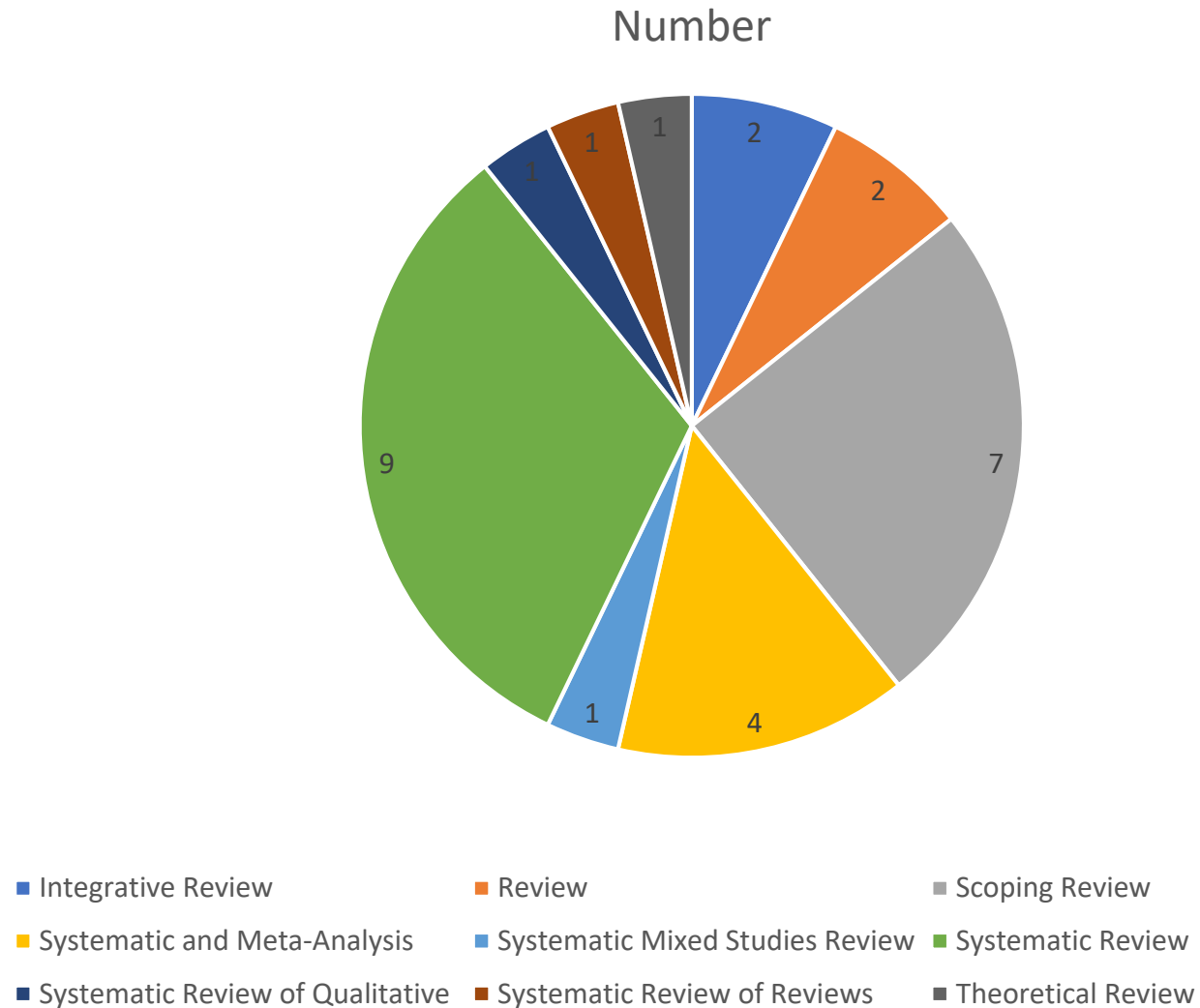


Source: Evidence-Based Practice Resources - Interactive Guide- McGill Nursing Library

<http://libraryguides.mcgill.ca/c.php?g=636538&p=4453815>

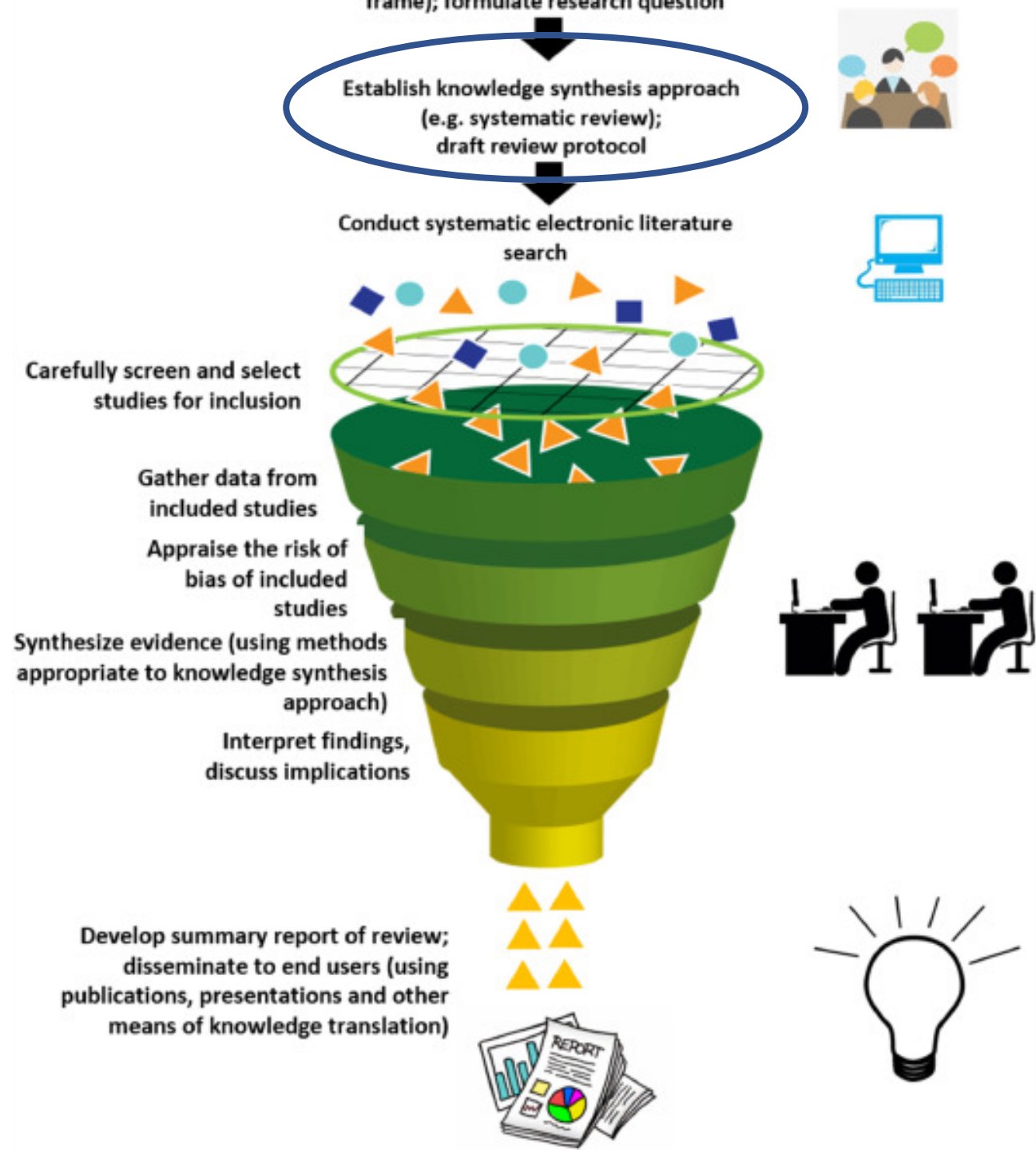
DiCenso, A., Bayley, L., & Haynes, B. (2009). [Accessing pre-appraised evidence: fine tuning the 5S model into a 6S model](#). *Evidence-Based Nursing*, 12(4), 99-101.

Number and Type of Knowledge Synthesis Conducted by RRISIQ Members in 2018 (n= 28)



Establish Knowledge Synthesis Approach

There are many types of reviews!
The field is evolving. Cannot possibly know all.



Systematic Review & Meta-analysis

- Pai, M, McCulloch, M, Gorman, J.D., Pai, N., Enanoria, W., Kennedy, G., Tharyan, P., Colford J.M. Jr. (2004). [Systematic reviews and meta-analyses: an illustrated, step-by-step guide](#). *The National Medical Journal of India*, 17(2), 86-95.
- [Preferred reporting items for systematic reviews and meta-analyses: the PRISMA statement](#). Moher D, Liberati A, Tetzlaff J, Altman DG; PRISMA Group 2009 Jul 21;6(7):e1000097
- EPIB-672: Systematic Reviews and Meta-Analyses (7 lectures available, Prof Madhukar Pai, MD, PhD, FCAHS)
 - <https://www.teachepi.org/courses/systematic-reviews-and-meta-analysis/>

WORKSHOP: "REVUES SYSTÉMATIQUES ET MÉTA-ANALYSES: L'UTILISATION DU LOGICIEL REVMAN" 2020

- Overview of the free RevMan software developed by the Cochrane Collaboration Group
- Review preliminary steps of the systematic review process
- Assess quality of included studies
- Enter data
- Create the characteristic and comparative tables, and a typical meta-analysis forest plot graphic



Workshop presented by:

Chantal Roy

Assistant to the Head of Unit

Unité de recherche clinique
appliquée

CHU Ste-Justine Research Center

January 23, 2020 09:00 - 12:00 | RRISIQ event

Source: <https://rrisiq.com/en/events/revman-workshop-2020>

Table 1. Characteristics of a preliminary list of existing knowledge synthesis methods

Qualitative	Qualitative (continue)	Mixed
Content analysis	Meta-synthesis	Bayesian meta-analysis
Ecological triangulation	Narrative synthesis	Critical interpretive synthesis
Framework synthesis	Qualitative meta- synthesis	Cross-design synthesis
Grounded theory	Qualitative systematic review / Qualitative evidence synthesis	Mixed studies review
Interpretive Synthesis/Integrative synthesis	Thematic synthesis	Narrative review / Narrative summary
Meta-ethnography		Qualitative cross-case analysis
Meta-interpretation		Quantitative case survey
Meta-narrative		Realist review / synthesis
Meta-study		Textual Narrative synthesis
Meta-summary		Thematic analysis

Kastner et al. What is the most appropriate knowledge synthesis method to conduct a review? Protocol for a scoping review. BMC Medical Research Methodology 2012, 12:114

Qualitative Meta Synthesis on RRISIQ website

META SYNTHESIS OF QUALITATIVE STUDIES

April 10, 2014 09:00 - 13:00 | RRISIQ event



- Speaker: Dr Sally Thorne
Associate Dean, Faculty of Applied Science, and Professor in the School of Nursing at the University of British Columbia School of Nursing in Vancouver
- <https://rrisiq.com/en/events/jjsdym4vejwob3x6jdl87cappedmqllawuahqvreb9groox764>

Example of a Realist Review for Complex Interventions

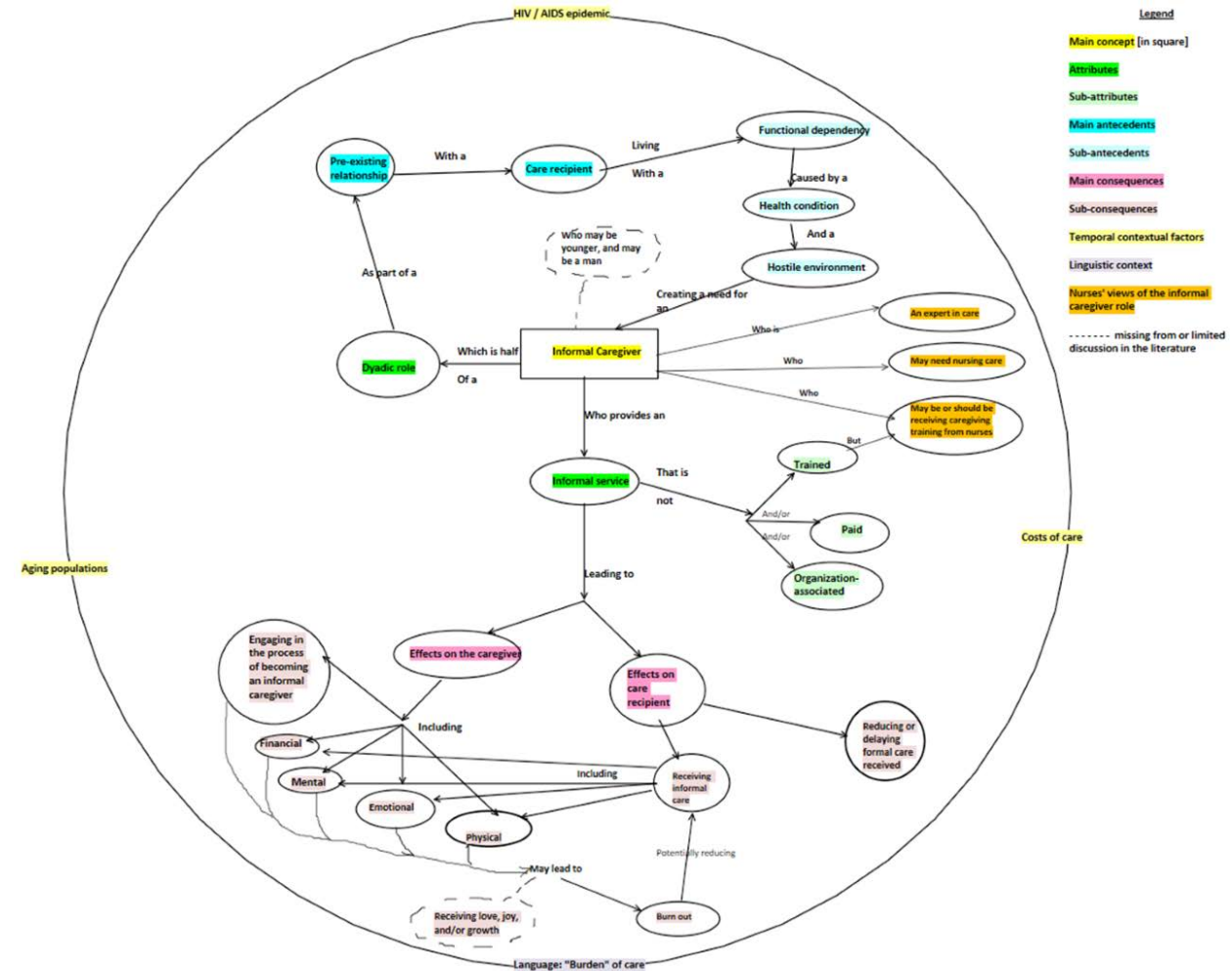
- To understand *how* and *why* effective multi-chronic disease management interventions influence health outcomes in older adults 65 years of age or older
- Realist And MEta-narrative Evidence Syntheses: Evolving Standards (**RAMESES**) quality and publication criteria for our synthesis
- 3-step synthesis process grounded in meta-ethnography



Kastner et al. [BMJ Open](https://www.bmjopen.com/content/3/9/e025009). 2019 Apr 3;9(4):e025009. doi: 10.1136/bmjopen-2018-025009.
<https://www.ncbi.nlm.nih.gov/pubmed/30948577>

Concept Analysis

- Debatable whether a concept analysis is a knowledge synthesis
- Rigorous sampling of the literature is needed to build new knowledge
- A full mapping of the literature relevant to the concept is not needed
- Important for intervention development, testing and evaluation

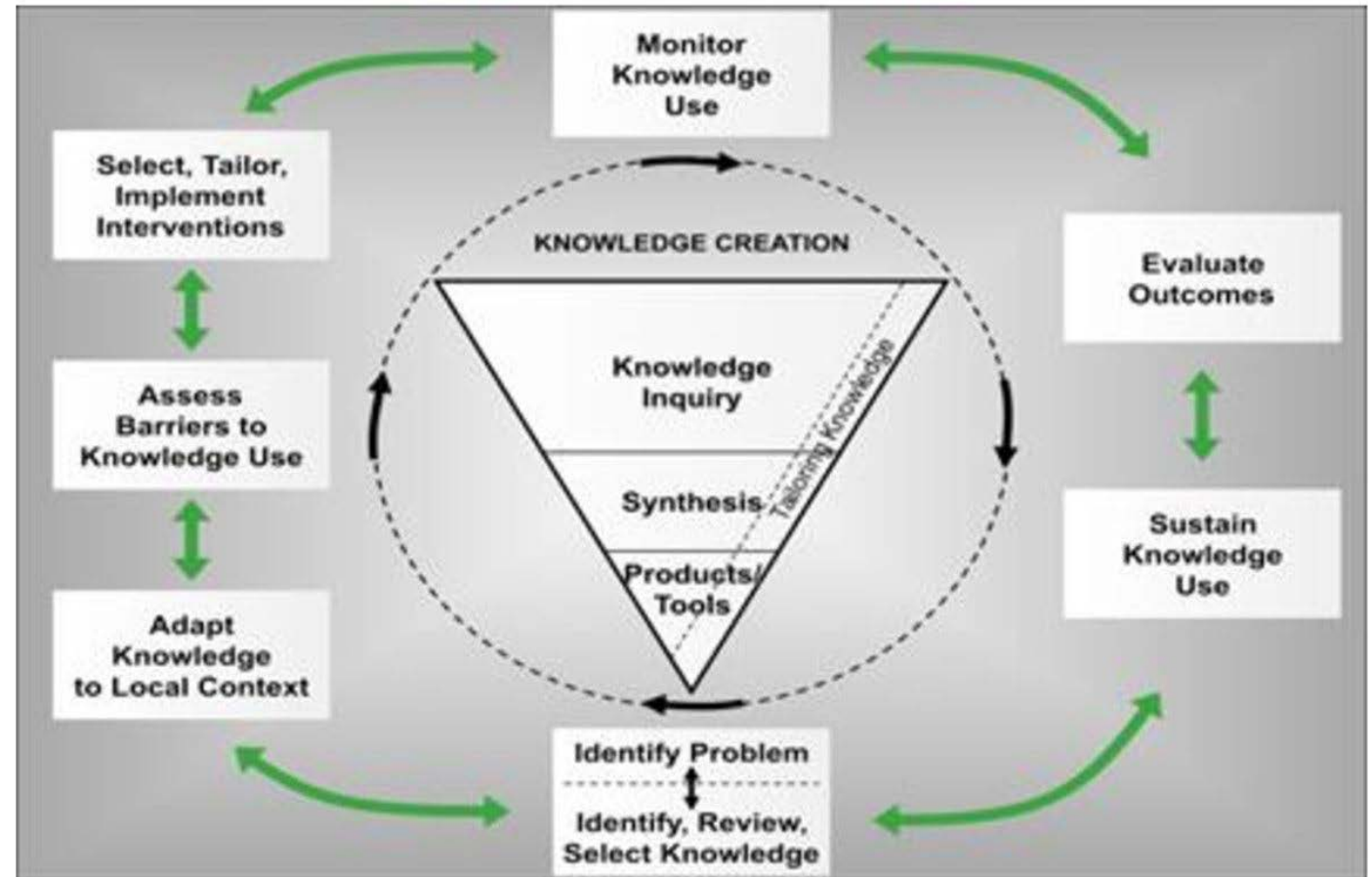


Aimee Castro **MSc(A)** McGill Doctoral Student drafting a concept analysis on informal caregiving, Tw: [@AimeeRCastro](https://twitter.com/AimeeRCastro)
E: aimee.castro2@mail.mcgill.ca

Rodgers BL. Chapter 6: Concept analysis: An evolutionary view. . In: Rodgers BL, Knafl KA, eds. Concept development in nursing: Foundations, techniques and applications. 2 ed. Philadelphia: Saunders, 2000.

Other Review Formats in Development

- Systematic reviews provide evidence for clinical questions
- Reviews may may not be regularly used by physicians for decision-making
- A shortened systematic review format may address barriers (e.g. lack of time experienced by busy clinicians)



Knowledge to action (KTA) framework

Perrier et al. Development of two shortened systematic review formats for clinicians. [Implement Sci.](https://doi.org/10.1186/1748-5908-8-68) 2013 Jun 14;8:68. doi: 10.1186/1748-5908-8-68 <https://www.ncbi.nlm.nih.gov/pubmed/23767771>

Other Review Formats in Need of Clarity: Scoping Review versus Scoping Study

- Lack of consensus on scoping review terminology, definition, methodology, and reporting limits the potential of this form of synthesis
- Recommendations to further advance the field of scoping review methodology.
- Adopt the terms "scoping review" or "scoping study" and the use of a proposed definition
- Use of the methodological steps outlined in the Arksey and O'Malley framework and further enhanced by Levac et al.
- Development of reporting guidance for the conduct and reporting of scoping reviews is underway.

[J Clin Epidemiol](#). 2014 Dec;67(12):1291-4. doi: 10.1016/j.jclinepi.2014.03.013. Epub 2014 Jul 14.

Scoping reviews: time for clarity in definition, methods, and reporting.

[Colquhoun HL](#)¹, [Levac D](#)², [O'Brien KK](#)³, [Straus S](#)⁴, [Tricco AC](#)⁴, [Perrier L](#)⁴, [Kastner M](#)⁴, [Moher D](#)⁵.

<https://www.ncbi.nlm.nih.gov/pubmed/25034198>

Synthesis Resources



The screenshot shows the CIHR website header with the logo and a search bar. The navigation menu includes links to Funding, Institutes, College of Reviewers, Initiatives, Collaboration, and Discoveries for life. The breadcrumb trail indicates the current location: Home → Collaboration → Knowledge translation.

Knowledge translation

- About us
- Best Brains Exchanges
- Knowledge User Engagement
- Policies
- Contact us
- Learning
- Research results
- Publications
- Funding

Synthesis Resources

Here you will find some references and links intended to provide a better understanding of the topic of **synthesis**. Please send any resources that could be added to this page to kt-ac@cihr-irsc.gc.ca.

Table of Contents

- [General Resources](#)
- [Scoping Reviews](#)
- [Systematic Reviews and Meta-Analyses](#)
- [Meta-Ethnography](#)
- [Mixed Methods Approaches](#)
- [Meta-Narrative Synthesis](#)
- [Realist Synthesis](#)
- [Practice Guidelines](#)
- [Syntheses for Managers and Policy Makers](#)
- [Syntheses in Biomedical Research](#)
- [Publication and Reporting Guidelines](#)

How to Pick which Knowledge Synthesis Approach?

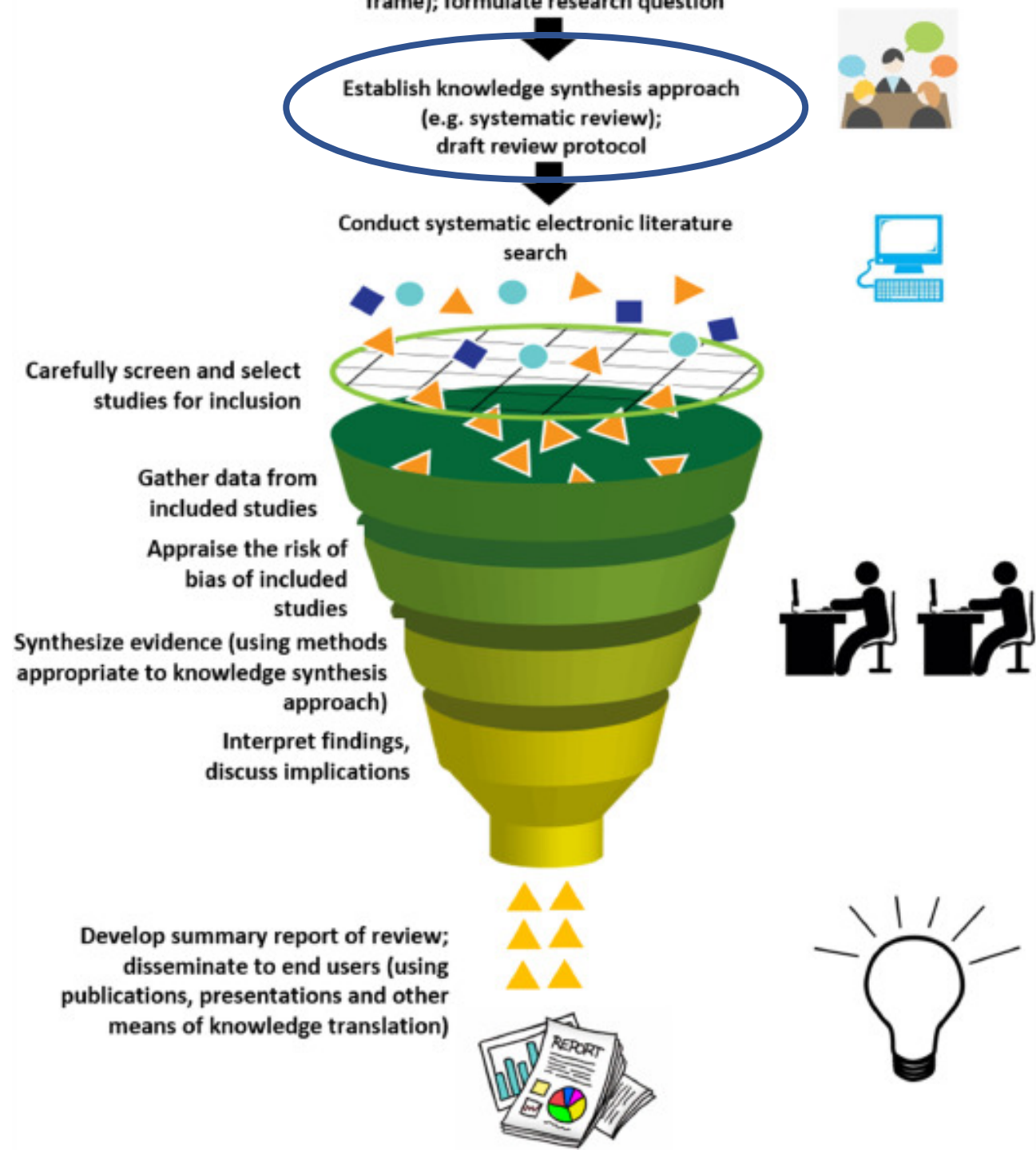
- Synthesized diverse, often conflicting evidence to identify 12 unique knowledge synthesis methods and 13 analysis methods.
- Organized the 12 full knowledge synthesis methods according to their purpose, outputs and applicability for practice and policy, as well as general guidance on formulating the research question.
- Derived a conceptual algorithm to elucidate the process for selecting the optimal knowledge synthesis methods for particular research questions

Kastner et al. Conceptual recommendations for selecting the most appropriate knowledge synthesis method to answer research questions related to complex evidence. [J Clin Epidemiol](#). 2016 May;73:43-9. doi: 10.1016/j.jclinepi.2015.11.022.

Epub 2016 Feb 18.

<https://www.ncbi.nlm.nih.gov/pubmed/26912124>

Draft your Protocol



- Helpful to review the methods of other published reviews
- Write the protocol alongside the tool used to assess the quality your knowledge synthesis study, for example:
 - [Preferred reporting items for systematic reviews and meta-analyses: the PRISMA statement](#). Moher D, Liberati A, Tetzlaff J, Altman DG; PRISMA Group 2009 Jul 21;6(7):e1000097
- **Careful attention to your methods:** A scoping review of 409 articles reporting on 25 knowledge synthesis methods were reviewed. The methods were most commonly used across the fields of **nursing**, health care science and services, and health policy. **Lack of guidance** on how to select a knowledge synthesis method.
 - An international group of leaders in the knowledge synthesis field will be convened to help clarify emerging approaches to knowledge synthesis.

[J Clin Epidemiol](#). 2016 May;73:19-28. doi: 10.1016/j.jclinepi.2015.08.030. Epub 2016 Feb 15.

A scoping review identifies multiple emerging knowledge synthesis methods, but few studies operationalize the method.

[Tricco AC](#)¹, [Soobiah C](#)², [Antony J](#)³, [Cogo E](#)³, [MacDonald H](#)³, [Lillie E](#)³, [Tran J](#)³, [D'Souza J](#)³, [Hui W](#)³, [Perrier L](#)⁴, [Welch V](#)⁵, [Horsley T](#)⁶, [Straus SE](#)⁷, [Kastner M](#)¹.

Further work needed to provide direction on operationalizing methods

- A scoping review of 287 articles reporting 9 knowledge synthesis methods (concept synthesis, critical interpretive synthesis, integrative review, meta-ethnography, meta-interpretation, meta-study, meta-synthesis, narrative synthesis, and realist review) were included.
- Strengths of the methods included comprehensive synthesis providing rich contextual data and suitability for identifying gaps in the literature, informing policy, aiding in clinical decisions, addressing complex research questions, and synthesizing patient preferences, beliefs, and values.
- However, many of the methods were highly subjective and not reproducible. For integrative review, meta-ethnography, and realist review, guidance was provided on all steps of the review process, whereas meta-synthesis had guidance on the fewest number of steps.
- Tricco et al., Knowledge synthesis methods for **generating or refining theory**: a scoping review reveals that little guidance is available. [J Clin Epidemiol](#). 2016 May;73:36-42. doi: 10.1016/j.jclinepi.2015.11.021. Epub 2016 Feb 15.

Further work needed to clarify emerging knowledge synthesis methods

- Scoping review of 121 articles reporting 7 knowledge synthesis methods (critical interpretive synthesis, integrative review, meta-narrative review, meta-summary, mixed studies review, narrative synthesis, and realist review) were included.
- Common similarities among methods related to the entire synthesis process, while common differences related to the research question and eligibility criteria.
- The most common strength was a comprehensive synthesis providing rich contextual data, whereas the most common weakness was a highly subjective method that was not reproducible. For critical interpretive synthesis, meta-narrative review, meta-summary, and narrative synthesis, guidance was not provided for some steps of the review process.
- Some of the knowledge synthesis methods provided guidance on all steps, whereas other methods were missing guidance on the synthesis process.

Tricco et al., Knowledge synthesis methods for **integrating qualitative and quantitative data**: a scoping review reveals poor operationalization of the methodological steps. [J Clin Epidemiol](#). 2016 May;73:29-35. doi: 10.1016/j.jclinepi.2015.12.011. Epub 2016 Feb 15. <https://www.ncbi.nlm.nih.gov/pubmed/26891948>

Ask for help: <http://unitesoutiensrapqc.ca/faire-une-demande-de-service/>



DEMANDE DE SERVICE

Avant de compléter votre demande de service, veuillez prendre connaissance des critères d'admissibilité et de recevabilité des demandes ici : [Critères d'admissibilité et de recevabilité d'une demande de service](#)

1- INFORMATIONS PERSONNELLES

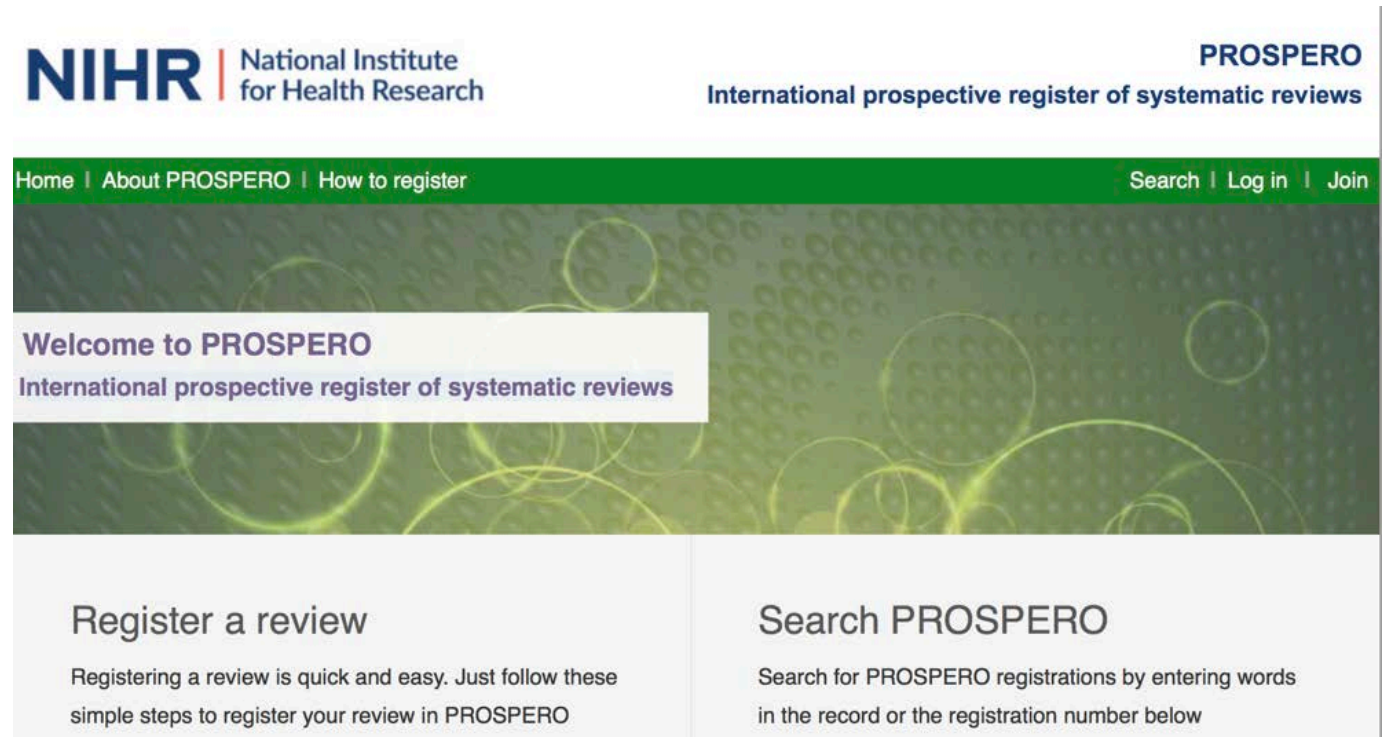
Vous pouvez compléter ce formulaire en français et en anglais. You can fill out this form in English and in French.

Demandeur principal :

- ☐ Revue de littérature mixte (revue intégrant les études primaires quantitatives, qualitatives et mixtes)
- ☐ Conseils, révision ou élaboration de recherche documentaire dans les bases de données électroniques et/ou la littérature grise
- ☐ Conseils, révision ou rédaction de la section méthodologique d'un protocole de revue systématique de type Cochrane ou non, ou encore de revue rapide
- ☐ Conseils, révision ou rédaction de la section méthodologique d'un protocole de méta-analyse des études d'intervention, diagnostiques, observationnelles, ou encore, de méta-analyse en réseau
- ☐ Soutien à l'enregistrement d'une revue systématique/méta-analyse dans Cochrane ou PROSPERO

Consider registering your protocol

- [PROSPERO](#)
 - International prospective register of systematic reviews



Consult International Knowledge Synthesis Organizations

- [The Cochrane Collaboration](#)
- [The Campbell Collaboration](#)
- [The Joanna Briggs Institute](#)
- [Queen's Collaboration for Health Care Quality \(QcHcQ\) a Joanna Briggs Institute Centre of Excellence](#)
- [The Human Genome Epidemiology Collaboration \(HuGENet™\)](#)
- [Evidence Based Practice Centers](#)
- [Centre for Reviews and Dissemination](#)
- [EPPI Centre](#)
- Brief description of these organizations is available in [Guide to Knowledge Synthesis: A Knowledge Synthesis Chapter](#) by Grimshaw

Consider Use of Software



Rayyan QCRI

Rayyan is a 100% FREE web application to help systematic review authors perform their job in a quick, easy and enjoyable fashion. Authors create systematic reviews, collaborate on them, maintain them over time and get suggestions for article inclusion.



Rayyan also has a mobile app. With this app, you can screen your reviews on the go such as while you are riding the bus. You can even use the app while offline; once connected, the app will automatically sync back to the Rayyan servers!



How to cite Rayyan

Please cite Rayyan when you report about the reviews that you create with the help of Rayyan.

<https://rayyan.qcri.org/welcome>



<https://conceptboard.com>



<https://endnote.com>

RevMan Web roadmap

Now	Next	Future
GRADEpro integration	Attract users from RevMan 5 to RevMan Web	Reduce time spent between authors
Validation report	Remove blockers due to publishing	Support users connection
Create figures without RevMan 5 dependency	Retire RevMan 5	Support non C
Edit and find risk of bias content in full-text view	Facilitate use of Risk of Bias 2	Support more n
Edit and find reference content in full-text view	Enable more reviews to use study-centric data	

<https://community.cochrane.org/help/tools-and-software/revman-5>

Enhancing the uptake of systematic reviews of effects: what is the best format for health care managers and policy-makers? A mixed-methods study

[Christine Marquez](#) , [Alekhya Mascarenhas Johnson](#), [...] [Sharon E. Straus](#)

[Implementation Science](#) 13, Article number: 84 (2018) | [Cite this article](#)

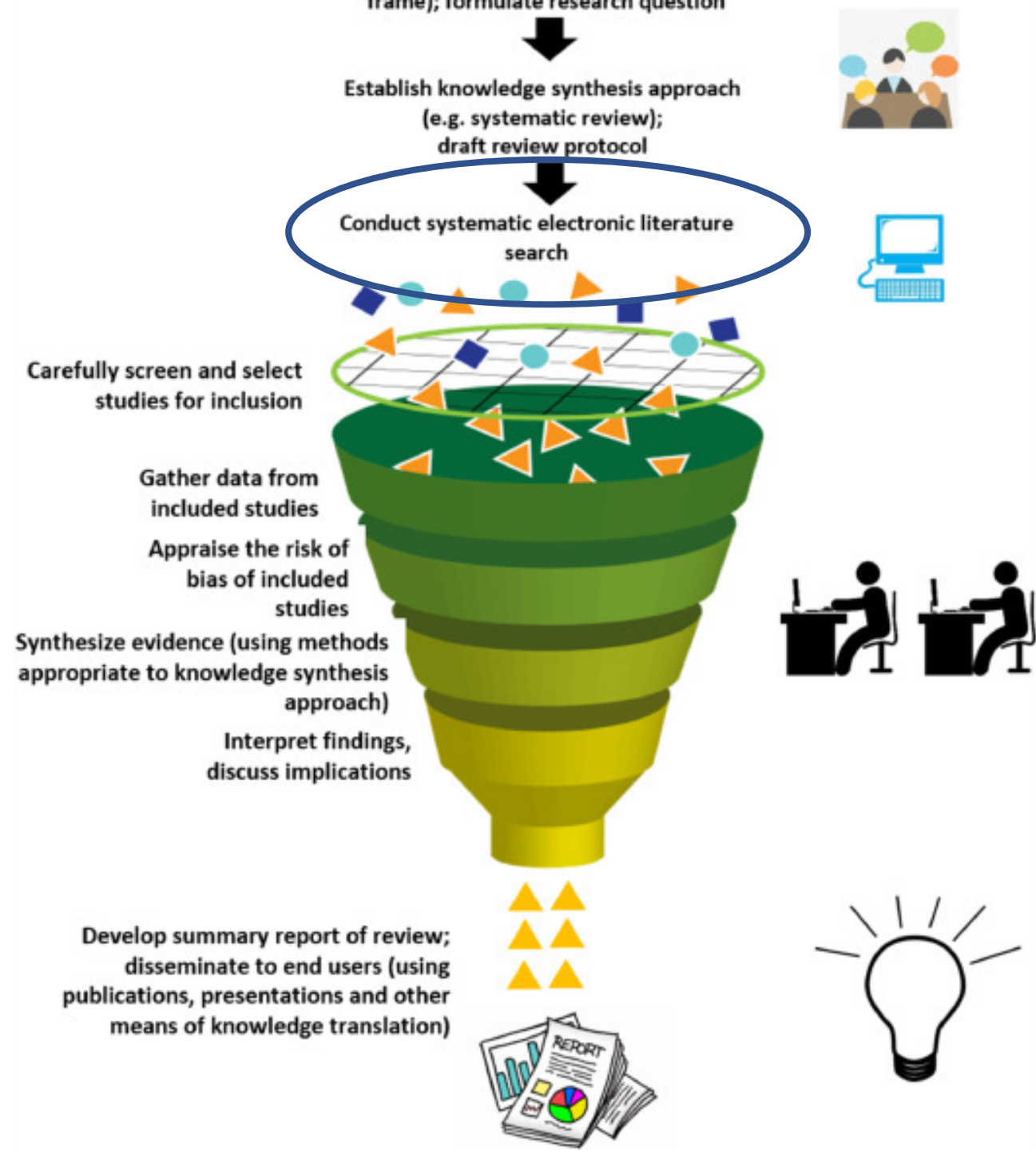
2752 Accesses | 7 Citations | 76 Altmetric | [Metrics](#)

..

- “**Conceptboard®**, a visual collaboration platform that allows users to anonymously edit content; view and make comments on other users’ content on a real-time ‘whiteboard’, and interact through an anonymous chat feature. This technology has been used to bring together various knowledge users internationally to facilitate work in a collaborative, virtual environment (Gupta et al 2011). This unique tool allowed us to engage participants from four provinces, share ideas, and co-create novel formats to meet their needs.” (Marquez et al., 2018)

Gupta S, Wan FT, Newton D, Bhattacharyya O, Chignell M, Straus SE. WikiBuild: a new online collaboration process for multi-stakeholder tool development and consensus building. J Med Internet Res. 2011;13:e108. <https://doi.org/10.2196/jmir.1833>.

Conduct Systematic Literature Search



Library Resources

<https://libraryguides.mcgill.ca/nursing>

Search Strategy Worksheet

Use one worksheet per database for each search question

Database or source: _____ e.g. Medline-Ovid, Cinahl, Embase, UpToDate etc

Search question: _____

1. Identify key concepts from the question above and write them below at the top of each column. The number of concepts depends on your question.
2. Identify keywords and enter them in the keyword rows. The number of keywords depends on your concept.
3. See how relevant articles are indexed (i.e. which subject headings have been assigned to them) and enter those terms in the subject heading rows (if the database uses subject headings).
4. Search your database to find subject headings (if the database uses subject headings) and enter them in the subject heading rows. The number of Subject headings depends on your concept.
5. Search each term separately. For each concept, combine keywords and/or subject headings using OR to create result bundles.
6. Run a final search to combine your large results sets with AND.

	Concept 1	AND	Concept 2	AND	Concept 3	AND	Concept 4	AND	Concept 5
Keyword: OR↓									
Keyword: OR↓									
Keyword: OR↓									
Subject heading: OR↓									
Subject heading: OR↓									
Subject heading:									

Apply practical screens (limits) to your final result set (ex: publication type, date range; language; age group etc.)

STEP 1 Ask Module: complete this module to learn how to ask questions more clearly to improve your search results

More information:

- [More about asking answerable questions](#)
- [Question frameworks](#)

STEP 2 Search Modules

- **STEP 2 A Basic Search Module:** complete this module to learn how to plan and conduct a search using keywords in the following resources (but can apply to any resource that uses keywords searching)
 - Scopus
 - Google Scholar
 - UpToDate

More information:

- [Answering foreground questions](#)
- [Answering background questions](#)
- [How to access full text](#)

How to search

Concept 1

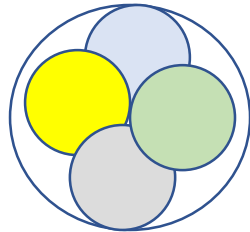
Search #1 = 

Search #2 = 

Search #3 = 

Search #4 = 

Search #5 = #1 OR #2 OR #3 OR #4



Concept 2

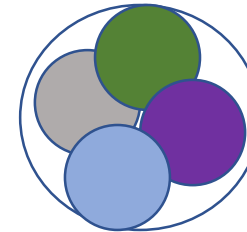
Search #6 = 

Search #7 = 

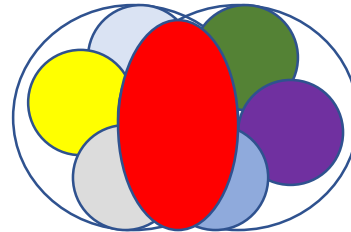
Search #8 = 

Search #9 = 

Search #10 = #6 OR #7 OR #8 OR #9



Search #11 = #5 AND #10



Results



Angella Lambrou, Liaison Librarian, School of Nursing, 2015

Databases

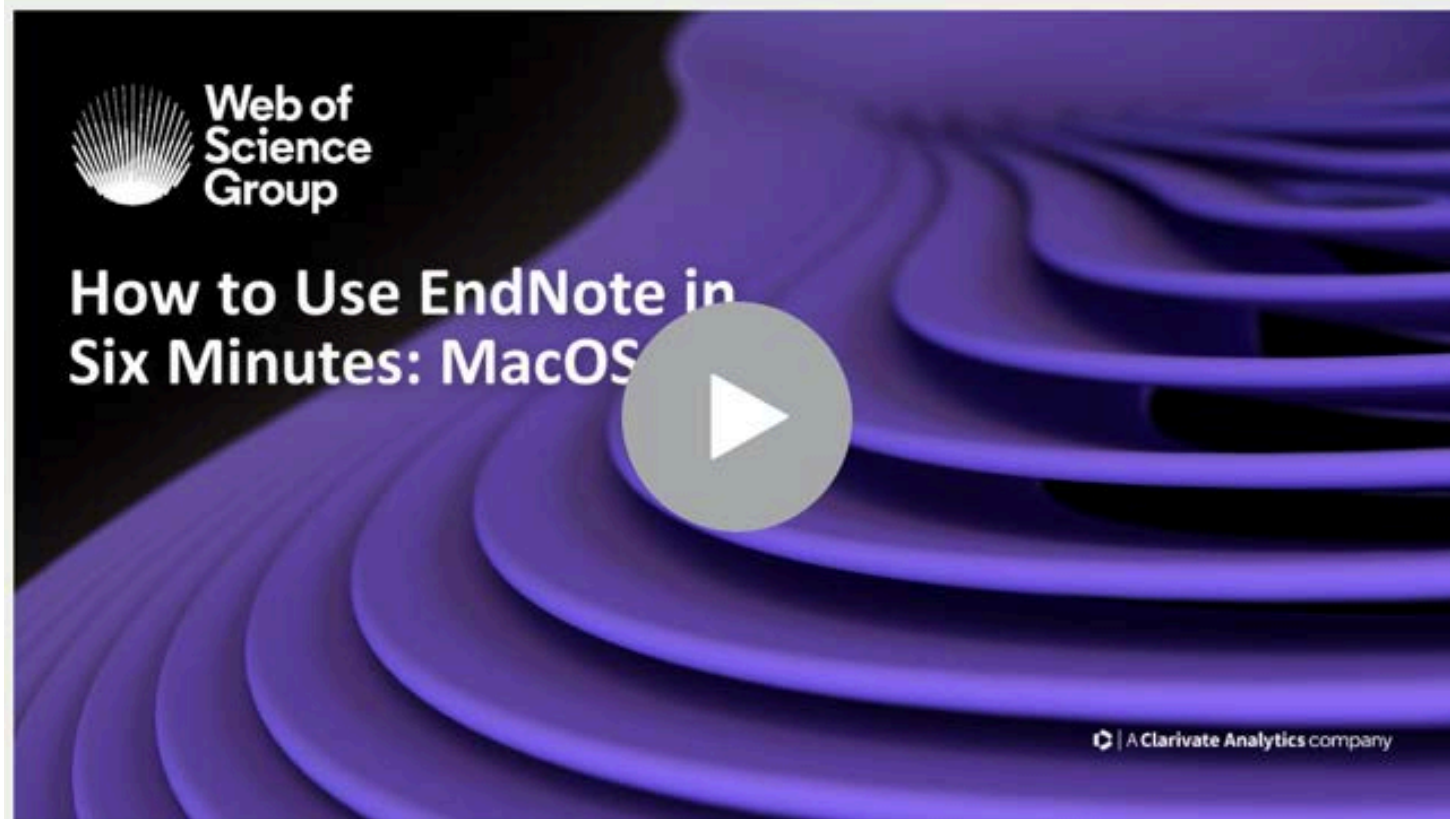
McGill Access

- [CINAHL Plus with Full Text](#)  
- [Embase current 1996- \(Ovid\)](#)  
- [ERIC \(EBSCO\)](#)  
- [MEDLINE\(R\) \(OVID\) ALL, 1946-](#)  
- [Nursing & Allied Health Database](#)  
- [PsycINFO 1987- \(Ovid\)](#)  
- [PubMed \(McGill\)](#) 
- [PubMed Clinical Queries](#)
- [RxTx \(Formerly e-CPS\)](#)  
- [Scopus](#)  

Open Access/Free

- [Google Scholar](#) 

How to Use EndNote in Six Minutes: MacOS



http://clarivate.libguides.com/endnote_training/home
<https://share.vidyard.com/watch/H2pUJYXGfrqgsDj8pDQHGg?>

Screen Studies based on Eligibility



Need to report screening as a finding. Keep excellent record or you will have to re-run everything!

Eligibility Criteria Example

- Types of Studies
 - All quantitative, qualitative, and mixed-methods studies assessing pain associated with osteogenesis imperfecta (OI)
 - No restrictions based on country origin, date of publication, or sample size.
- Types of Participants
 - Children and adolescents (2 to 21 y old) diagnosed with any OI type
- Types of Outcome Measures
 - Pain assessed as a primary or secondary outcome

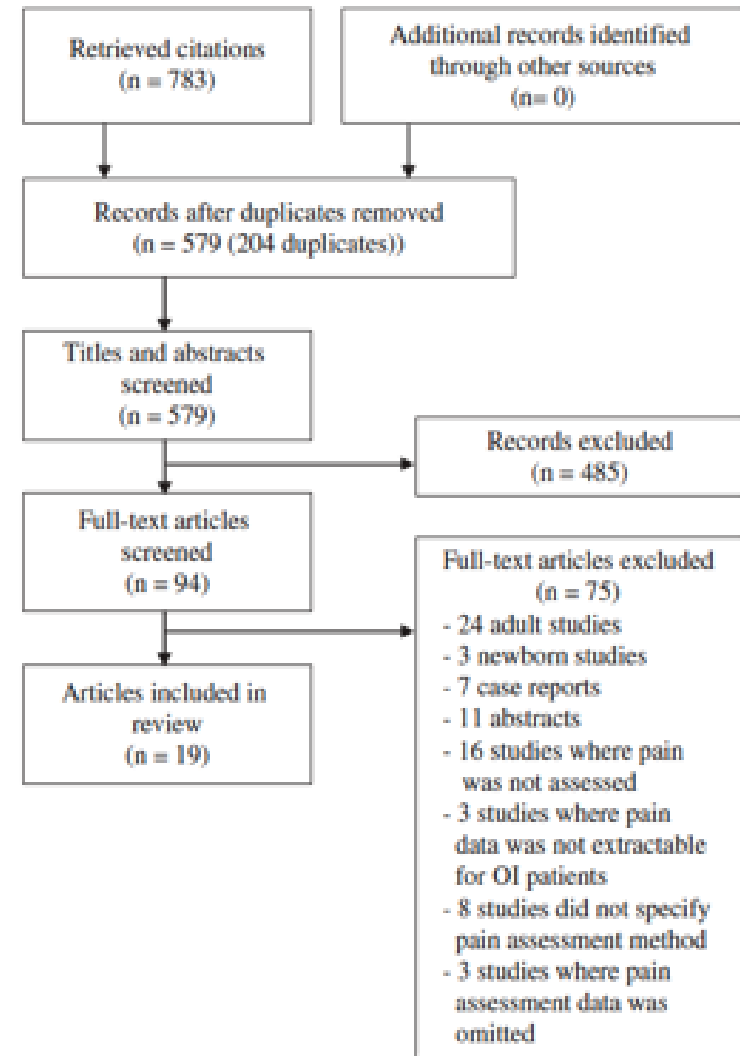
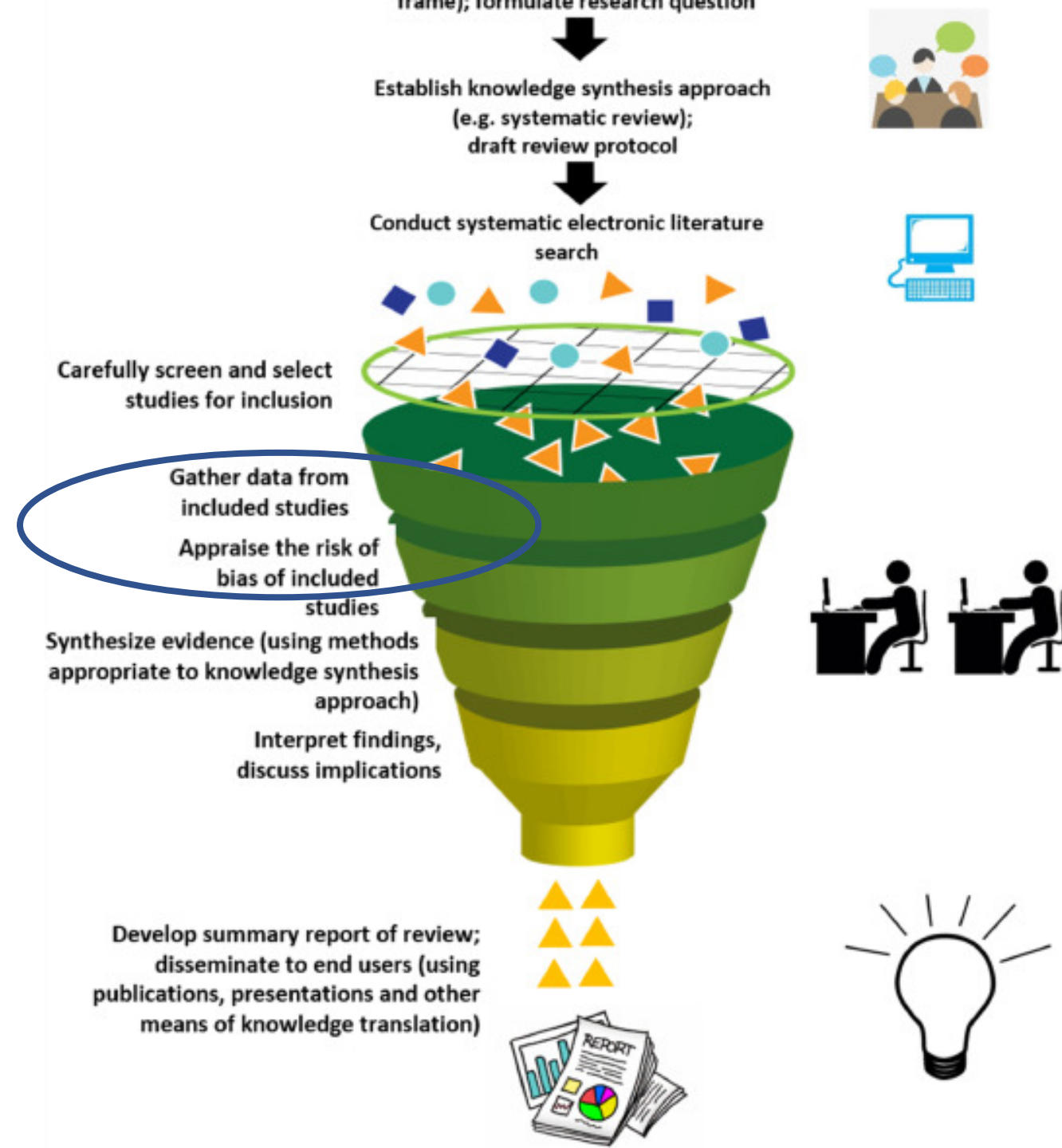


FIGURE 1. Flowchart of study selection process.

Critically Appraise

(But not required for all types of knowledge syntheses such as a scoping review)



International Journal of Technology Assessment in Health Care

Article

Metrics

Volume 34, Special Issue S1 (Conference Theme: Strengthening the Evidence-to-Action Connection)

2018, p. 166

VP26 A Critical Appraisal Tool For Systematic Mixed Studies Reviews

Quan Nha Hong, Pierre Pluye, Sergi Fàbregues, Gillian Bartlett, Felicity Boardman, Margaret Cargo, Pierre Dagenais, Marie-Pierre Gagnon, Frances Griffiths, Belinda Nicolau, Alicia O'Cathain, Marie-Claude Rousseau and Isabelle Vede

DOI: <https://doi.org/10.1017/S0266462318003471> Published online by Cambridge University Press: 03 January 2019

Abstract

Introduction:

Systematic mixed studies reviews are a type of systematic review that combine qualitative, quantitative and mixed methods studies. They are gaining in popularity due to their potential for providing in-depth answers to complex clinical problems and practical concerns. However, several challenges are encountered in systematic mixed studies reviews because of the heterogeneity of included study designs. One of these challenges is related to the quality appraisal of included studies. To address this challenge, a critical appraisal tool for assessing the quality of quantitative, qualitative and mixed methods studies was developed in 2007: the Mixed Methods Appraisal Tool (MMAT). The aim of this project was to strengthen the content validity of the MMAT.

Methods:

Part of the 2018 List of RRISIQ Publications

+ + + tools available.
Be selective.

- Sanderson, S., [Iain D Tatt](#), I. D., [Higgins](#), J.P.T. [Tools for assessing quality and susceptibility to bias in observational studies in epidemiology: a systematic review and annotated bibliography](#). *International Journal of Epidemiology*, 36 (3), 666-676.
- Hannes, K., Craig Lockwood, C. & Pearson, A. (2010). [A Comparative Analysis of Three Online Appraisal Instruments' Ability to Assess Validity in Qualitative Research](#). *Qualitative Health Research*, 20(12), 1736-1743.

Example of Quality Appraisal Text

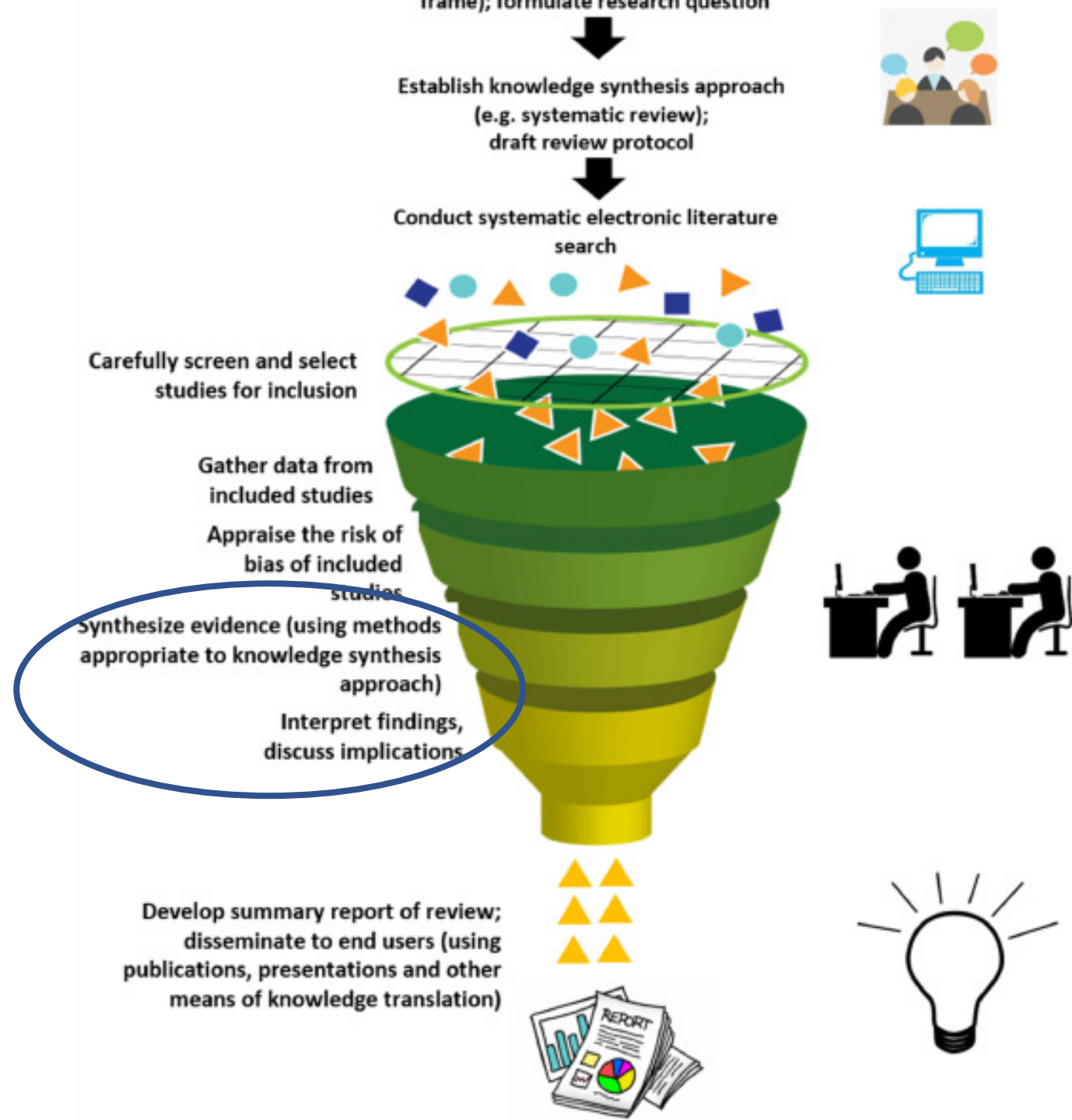
- Studies were appraised by **2 independent reviewers** using the **Quality Assessment Tool (QAT)** developed by Sirriyeh et al.²² The QAT was designed to evaluate the quality of quantitative, qualitative, and mixed-method studies using 16 reporting criteria. Reviewers score each indicator on a scale of 0 to 3. The QAT has been validated and found to be reliable for assessing the quality of studies with diverse methods.²² For each study, methodological quality was determined as a percentage of the maximum possible score, with a range from 0% to 100%. Scores were averaged between the 2 reviewers to determine the **final appraisal score**. **Interrater reliability** was determined by using **Microsoft Office Excel 2007 software** with the ANALYS32 tool pack add-in to calculate the intraclass correlation coefficient (ICC).

You need to decide number of reviewers, tool, explain scoring, and reliability. Everything justifiable, so reflect on your design, time, resources, team and whether you will keep low scoring studies in your knowledge synthesis study

Nghiem et al. (2017). Pain Experiences of Children and Adolescents With Osteogenesis Imperfecta: An Integrative Review. Clin J Pain Volume 33, 3, 271-280

Synthesis

What to Extract, and How to Analyze,
Interpret and Display your Data?



What data to extract?

- Guided by research question, design and data sources
- Extracted data may be helpful to describe studies in descriptive, perhaps statistical for a meta-analysis, followed by table format

Nghiem et al

Clin J Pain • Volume 33, Number 3, March 2017

TABLE 1. Characteristics of Included Studies

References	Journal Type	Study Design	Control Group (Y or N)	Sample Characteristics				Method of Pain Assessment
				Sample Size* (Experimental Group)	Age Range [Mean and/or Median] (year†)	Sex	OI Type	
Astrom and Soderhall ³²	Pediatric	Prospective observational study	N	28	0.6-18 [median 9.9, mean 9.2]	N/S	12 type IV, 10 type III, 6 type I	Number of days with absence or presence of pain per month.
Astrom et al ³¹	Pediatric	Cross-sectional study	Y	130	0.25-20.9 [median 6.7]	48 F, 82 M	84 type I, 21 type III, 25 type IV	Diary containing entry of number of days with absence or presence of pain per month.
Atta et al ²³	Biomedical	Experimental study	N	72	1-13 [mean 3.64 ± 3.2]	32 F, 40 M	N/S	Number of days with absence or presence of pain per month.
Bishop et al ³³	Orthopedic	Randomized, controlled trial	Y	53	3.8-17.0 [median 10.9]	35 F, 18 M	1 type I, 7 type III, 45 type IV	Diary containing Wong-Baker Faces Scale.

Sample Size

Sample size ranged from 3 to 139 patients with OI with an average of 38.7 participants (median of 28) for a total of 736 participants with OI across all studies. Two studies had samples >100 participants: Ward et al recruited 139 patients with OI from 16 hospital centers across North America, and Astrom et al recruited 130 patients with OI from a single hospital center in Sweden.

How to present your results? *Who* is your audience?



- Health Care Managers prefer a traditional information order (i.e., methods, study flow diagram, forest plots)
- Policy-Makers prefer an alternative order (i.e., background and key messages on one page; methods and limitations on another)

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Marquez C. (2018). Enhancing the uptake of systematic reviews of effects: what is the best format for health care managers and policy-makers? A mixed-methods study. [Implement Sci.](#) 2018 Jun 22;13(1):84. doi: 10.1186/s13012-018-0779-9. <https://www.ncbi.nlm.nih.gov/pubmed/29929538>

Guiding Rules to Improve Format of Clinical Practice Guidelines

- **Vivid:** make it stand out
- **Intuitive:** match it to the audience's expectations
- **Visual:** use alternatives to text
- **Rationale:** Formatting influences accessibility and usability, and may influence the extent to which guidelines are read, remembered, and used in practice. A relatively inexpensive intervention and can be used to facilitate the dissemination of evidence in healthcare

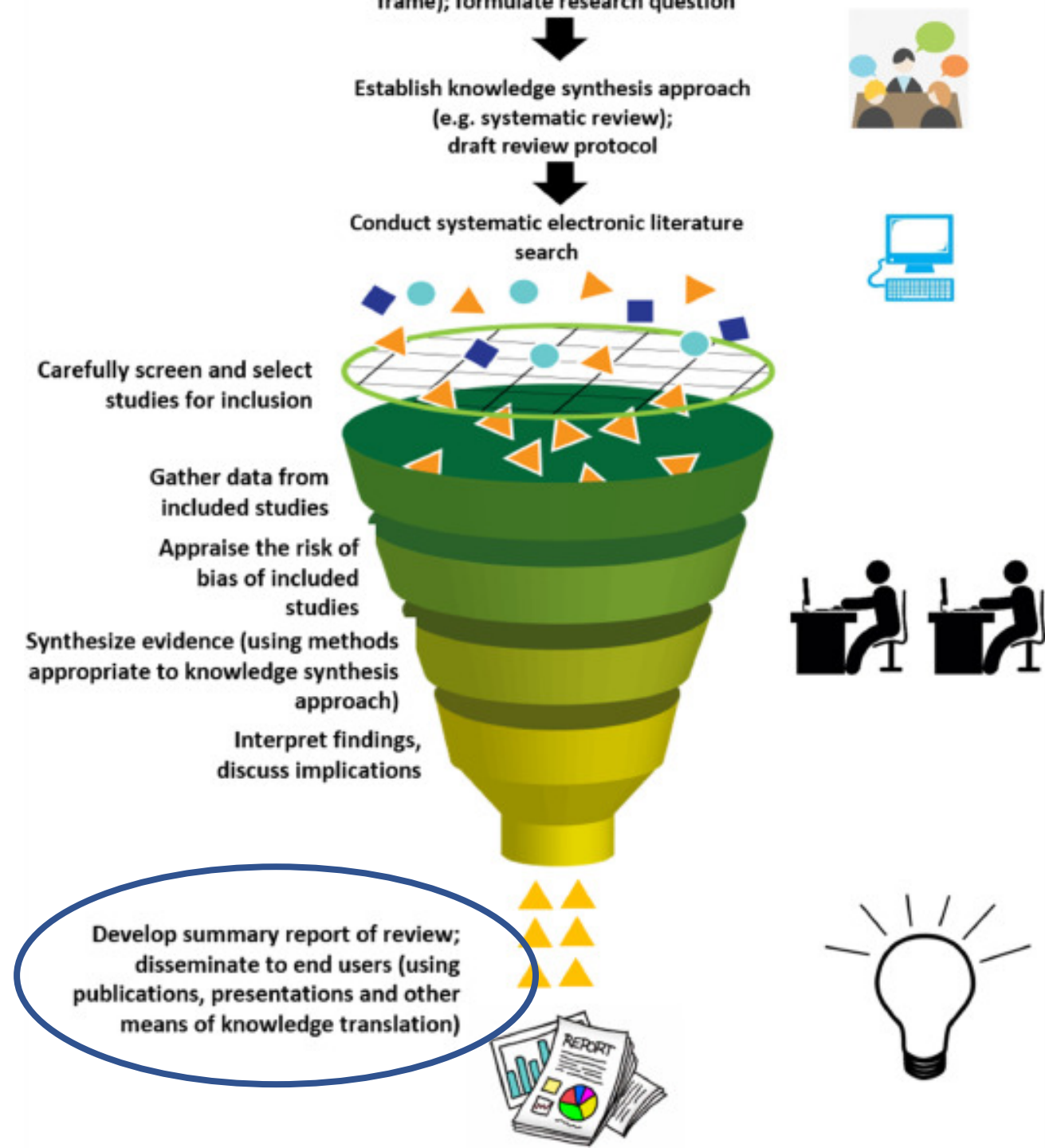


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[Versloot J](#) Format guidelines to make them vivid, intuitive, and visual: use simple formatting rules to optimize usability and accessibility of clinical practice guidelines. [Int J Evid Based Healthc.](#) 2015 Jun;13(2):52-7. doi: 10.1097/XEB.0000000000000036. <https://www.ncbi.nlm.nih.gov/pubmed/26057648>

Developing Summary of Report

Get your Knowledge Out beyond the
publication!



End-of-grant Knowledge Translation

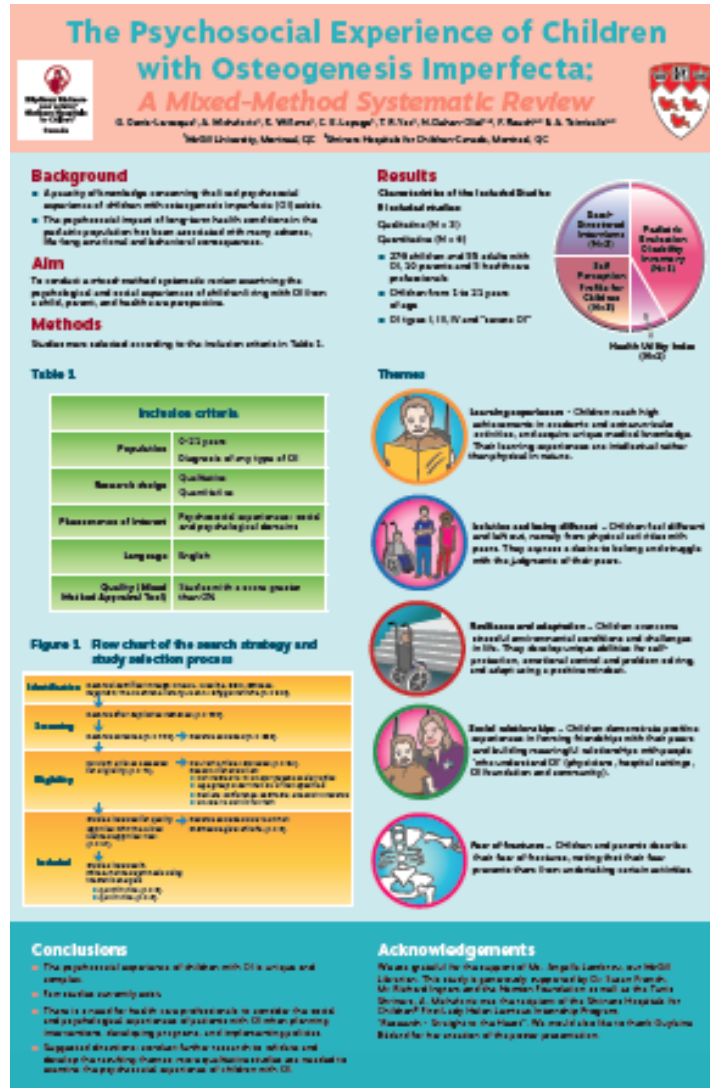
- Need to move beyond passive dissemination to incorporate innovative means of collaboration with the end user to craft the message, package the information, and share the research findings with end users

Leung et al. The trainees' perspective on developing an end-of-grant knowledge translation plan. [Implement Sci.](https://implementationscience.biomedcentral.com/track/pdf/10.1186/1748-5908-5-78) 2010 Oct 14;5:78.
<https://implementationscience.biomedcentral.com/track/pdf/10.1186/1748-5908-5-78>

Ten Tools to Increase Consumption of Your Research Findings	
Distill your message into two or three bullet points.	<ol style="list-style-type: none">1. Build relationships2. Email people3. Blog post4. Policy brief5. Media coverage6. Tweetstorm7. Video8. Comic strip9. Event10. Evidence card

Source: David Evans
<http://blogs.worldbank.org/impactevaluations/make-your-research-known-10-tools-increase-consumption-your-research>

Get Media Coverage



Fear of fractures helped informed creation of Splint Kit and memory game

Knowledge syntheses informed creation of evidence-based songs by Karl Williams and recorded by Expaz

CANADA March 7, 2018 6:32 pm Updated: March 7, 2018 8:54 pm

EXCLUSIVE: Saskatchewan boy creates splint kit for fellow patients at Shriners Hospital for Children

By Anne Leclair
Reporter Global News

Comments Facebook Twitter Email Print ...

News
How to splint a broken bone in one-step

WATCH: At just 11-years-old, Carter Brown has launched a revolutionary one-step splint kit with the Shriners Hospital for Children to help people with brittle bone disease. Global's Anne Leclair reports.



Make Music

expaz
miouzik

Wakelet



Nancy Feeley
@NlfeeleyN

Associate prof @McGillU, nurse researcher whose studies seek understand & support #parents & parenting in #NICU

Montreal jgh.ca/en/CentreforNu... Joined February 2013

116 Following 295 Followers

Tweets Tweets & replies Media Likes



Created by
Rocio de la Vega

Follow

Save

Share



PICH2GO Montreal 2019

124 items

Summary of PICH2GO Montreal "Legacy and Future of Pain in Child Health" Held at the Shriners Hospitals for Children, November 14 to 15, 2019



145 tweets and interactions to this website: <https://wke.lt/w/s/zHff6A>

Make a Tweetstorm

Film a Video



COMPÉTITION VIDÉO

POUR ÉTUDIANTS ET STAGIAIRES
FORMAT "MA THÈSE EN 3 MIN"

500\$

DATE LIMITE: 22 MAI 2019

The Vimeo logo is displayed in a large, bold, black, lowercase font.

(Can download videos and
easier to manipulate)



MULTIMÉDIA

In this section you will find videoclips from RRISQ conferences but also from non RRISQ events. To filter among these two categories just check /uncheck boxes at the top left of the page.

FILTERS

- ☒ Video
- ☒ Photo gallery

CONTACT

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Montréal, Québec
H3T 1A8

A NEW VIDEO ON THE BIRISI INSTRUMENT DATABASE

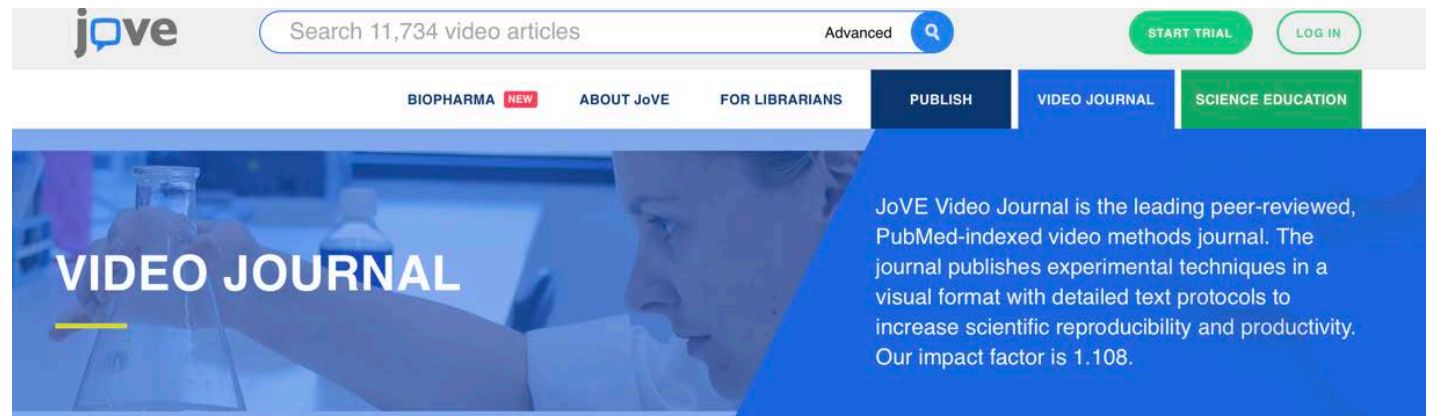
September 12, 2019 | Video

The Instrument Database provides measurement instruments (questionnaire, scale, ...), interview guides and related documents to these instruments and guides (theoric articles), covering the three areas covered by the RRISQ : nursing administration, nursing education and clinical intervention.

BIRISI TUTORIAL

September 12, 2019 | Video

A RESEARCH COORDINATOR'S CHECKLIST MANIFESTO: TOOLS AND PROCEDURES FOR RUNNING RESEARCH PROTOCOLS



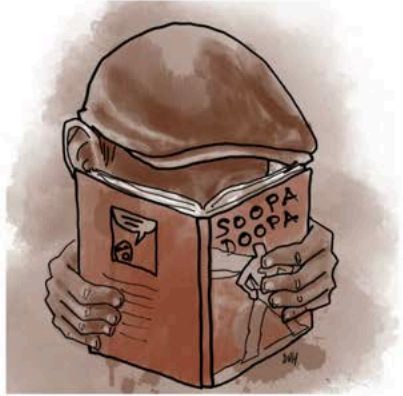
PROJET ART ET SCIENCE

Le RSBO a développé une plateforme de rayonnement et de diffusion des connaissances afin de promouvoir la science par l'entremise des arts.

Nos artistes-en-résidence travaillent avec nos membres pour organiser des événements à caractère éducatif, scientifique et artistique pour les citoyens du Québec



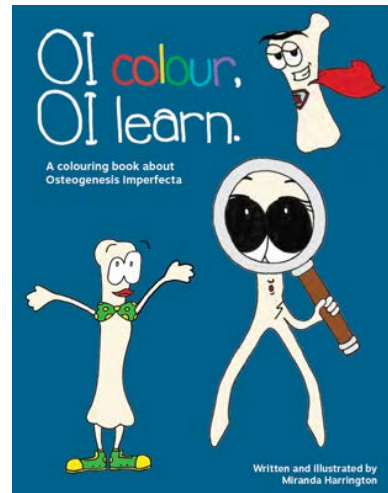
Martin Patenaude-Monette, biologiste et bédéiste



Daniel Ha, dentiste et bédéiste

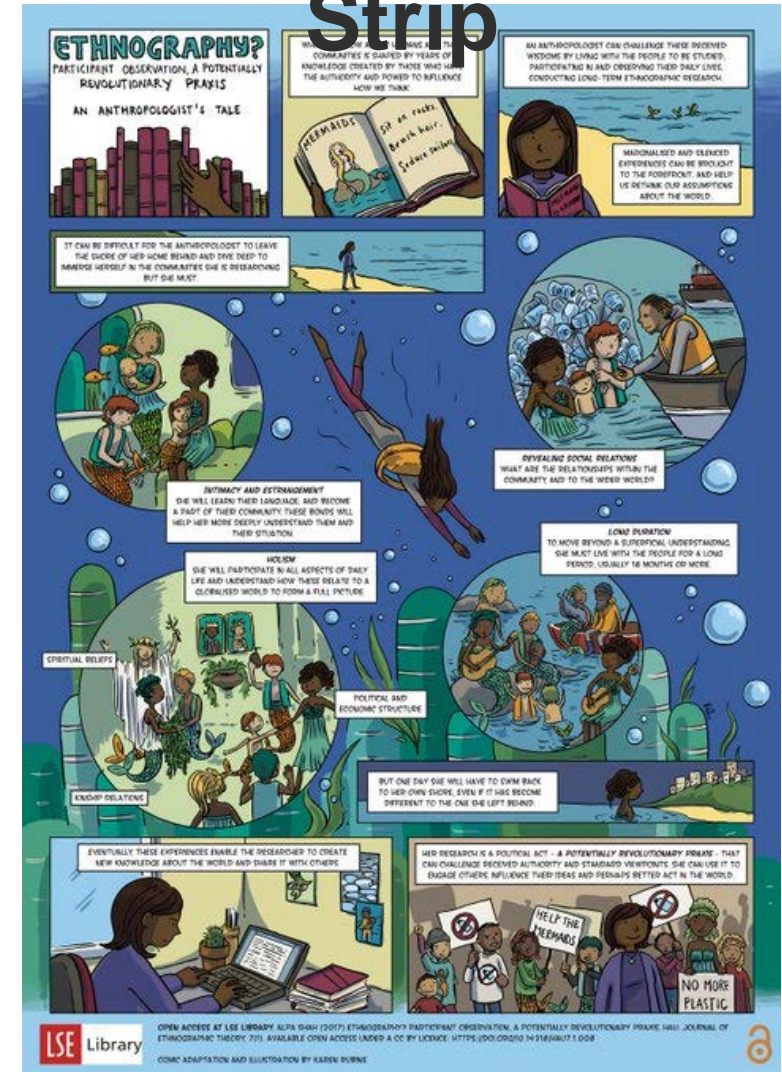


Maria Ezcurra, artiste multidisciplinaire



Research Trainee: Miranda Harrington

Draw a Comic Strip



Source: Lucy Lambe. Transforming Research Into An Illustrated Abstract. <https://www.socialsciencespace.com/2018/05/transforming-research-into-an-illustrated-abstract/>



Host an Event



Source: David Evans <http://blogs.worldbank.org/impactevaluations/make-your-research-known-10-tools-increase-consumption-your-research>

Be Part of an Event



Orthopaedic Research Night



Make an Evidence Card



International Journal of Orthopaedic and
Trauma Nursing

Volume 33, May 2019, Pages 27-34



Development of the Good2Go MyHealth Passport for individuals with Osteogenesis Imperfecta: A knowledge- synthesis study

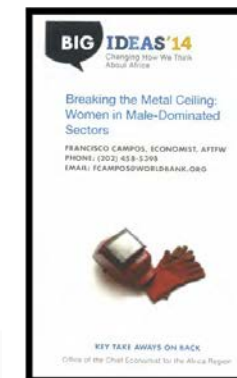
Sunny Jeong ^a✉, Khadidja Chougui ^b✉, Corinne Mercier ^b✉, Trudy Wong ^b✉, Marie-Elaine Lafrance ^b✉, Veronique Gagnon ^b✉, Sylvie-Anne Plourde ^b✉, Frank Rauch ^{a, b}✉, Claudette Bilodeau ^b✉, Kelly Thorstad ^b✉, Argerie Tsimicalis ^{a, b}✉

[Show more](#)

<https://doi.org/10.1016/j.ijotn.2018.11.005>

[Get rights and content](#)

Name	Jane Doe
Date of Birth	January 1, 2007
Diagnosis	Osteogenesis Imperfecta Type I-Mild Hearing (Ears): Left Ear Impaired, Dental: Dentinogenesis Imperfecta, Respiratory: Apnea, GI: Constipation, Scoliosis-No Treatment
Allergies	Medication: Penicillin, Food: Broccoli, Environmental Allergies: Sunflowers
Surgeries	Right Leg-March 2, 2010, I have rod (s) placed in my: Right and Left Arm
Equipment	Manual Wheelchair, Power Wheelchair
Support Needs	Self Transfer, Fear of needle
Meds	Zolendronate, Pamidronate, Risedronate, Alendronate, Calcium, Vitamin D, Pain medication
Test	Bone Density Test Value: 2, Date of last test: May 6, 2017
Blood Grp	A+
Immunization	DPTp, MMR, Hib, Varicella, Mening., Pneumovax, Prevnar, HPV, Hep A, Hep B, Annual Flu
Coverage	OHIP
Primary MD	Dr. John Smith (123)-456-7890
OI Team	OI Physician: Dr. John Smith (123)-456-7890, NP: Nurse Susie Wells 123)-456-7890, Ortho Surgeon: Dr. James Log (123)-456-7890, OT: Helen Campbell (123)-456-7890, PT: Eric Campbell (123)-456-7890
Specialists	Dentist: Dr. Doug Chester (123)-456-7890
Decisions	I make my own decisions with help from ICE (below)
ICE	Mom and Dad at (123)-456-7890
WARNING!	I have Osteogenesis Imperfecta! I fracture easily! Be gentle when moving me!
Date Created	9/7/2017 https://www.sickkids.ca/myhealthpassport/



About The Study:

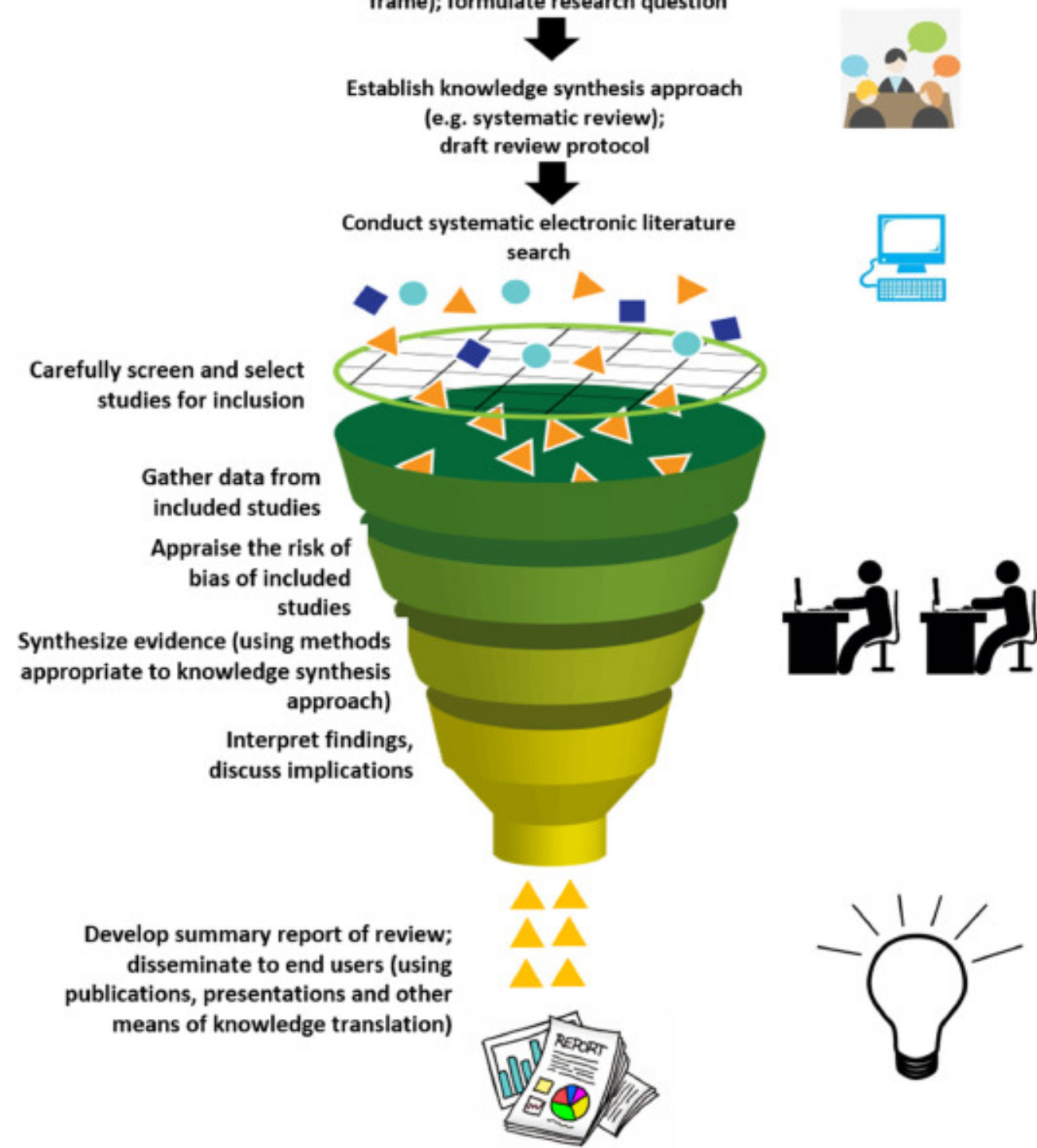
- Ugandan women owning enterprises in a male dominated sector were identified during a baseline survey for an Impact Evaluation of a World Bank project in Kampala.
- Follow up interviews and focus discussions were done with these and other women, their suppliers, creditors, and customers to understand what helped them to, or constrained them from, participating in high productivity male dominated sectors.

Main Conclusions:

- The gender difference in earnings is largely explained by the jobs and sectors men and women are inclined to choose. Eliminating gender differences in these choices would substantially reduce the gender earnings gap.
- Information is critical but not enough in eliminating gender differences in sector choice. Labor market interventions to provide mentorship and increase women's exposure to male dominated sectors early on are more important.

Summary

- Leave you with some practical tips and resources to conduct a knowledge synthesis study bringing your attention to some new resources and recent discussions in the literature
- Invite your feedback to understand how RRISIQ may best serve your learning needs as we collectively as a nursing community seek to optimize delivery of health care





Questions: argerie.tsimicalis@mcgill.ca