

Title:

SPECIAL SESSION: Clarifying the Review Conundrum: Literature, Integrative, Systematic, Scoping

Keywords:

Literature Review, Review writing and Typology

Description/Overview:

Like the nursing education, a literature review has adaptation potential to many conditions. The key is the match of review tools to intended outcome(s). Paring search parameters to project goals provides insight to frame research. A foundational discussion of review components will precede the application of exemplar publications.

Abstract Text:

Background: The explosion of Evidence based practice in nursing has triggered variation in author literature review approaches and nomenclature. Example terms used to describe review methodology include *comprehensive, systematic, critical, integrated, narrative, scoping and rapid realist*. The evolution of diversity in literature review is based in differences in approach and application of process, causing confusion. A review may be foundational and be used to provide a basis for merging or deconstructing what is known to create a new application of research findings. The review may identify gap(s) in empirical findings to guide researchers to new evidence generation. Reviews can be used to synthesize findings to translate evidence to clinical practice, such as interdisciplinary guidelines. Additionally, the literature review can provide a critical summary of what is known as background for novel approaches. The object of this presentation is to 1) discuss the global approach of literature review; 2) compare/contrast forms of review based on approach and outcome; and 3) apply understanding of differences to exemplar publications.

Methods: This presenter will use examples of review strategies that are matched to purpose and outcome. Includes will be positive and negative aspects of each approach and the rationale for use. A description of the Joanna Briggs Institute (JBI) Comprehensive Systematic Literature Review (CSLR) methodology will be provided as an exemplar for methodological guidance for conducting systematic review and meta-analysis.

Results: Nurse educators are challenged to assist student understanding and utilization of research findings at both graduate and undergraduate levels. This educational priority is difficult as it requires the educator to impart a love of research synthesis and translation to students. An understanding of research is frequently not an adequate motivator for student mastery; the educator must understand research components, the literature review description and make the case for the application of this information to the patient's bedside for the student. The literature review sets the stage for student understanding of the research results. The nurse educator must assist the student to deconstruct the research, evaluate design and methodology, and then reassemble understanding with the interpretation to the patient.

Conclusion: The literature review will have different structure and components which dovetail to the research methodology and outcome. The review provides a great contribution to research understanding and translation to practice. A global understanding of the structure and purpose of the review is fundamental to nurse educators to transformation research to bedside practice to ensure nursing practice that is current and empirically based.

References:

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Content Outline:

I. Introduction to the literature review

II. Approaches of literature review

A. Background/Overview review

1. Components/Characteristics

2. Use strategies

B. Scoping literature search

1. Components/Characteristics

2. Use strategies

C. Rapid Review

1. Components/Characteristics

2. Use strategies

D. Critical Review

1. Components/Characteristics

2. Use strategies

E. Narrative Review

1. Components/Characteristics

2. Use strategies

F. Systematic Literature Review

1. Components/Characteristics

2. Use strategies

G. Meta-analysis

1. Components/Characteristics

2. Use strategies

III. Match the outcome: The identification of the rationale for the review

A. Identification of goal or outcome of review

B. Necessary elements/strategies

IV. Publication application exercise

A. Planning for the review

B. Strategies for the review

C. Match of review to outcome

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