NUM1204
Assignment 3 Literature Review

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Assignment task

This assignment is a continuation of assessment 1 in that you are required to apply the remaining principles of EBP to evaluate, appraise and synthesise evidence with the aim of answering the question from assessment 1. Make sure you carefully read your feedback from assignment 1 as you may need to review your search protocol and conduct a further search to locate the best available evidence to answer the question.
Literature Review Question

What is the effect of using exercise to reduce the risk of falls in elderly people?

What is the effect of using correct hand hygiene procedures to reduce the risk of hospital acquired infections in patients?
Assignment Task

• From your pool of 10 articles from assignment 1, choose a minimum of four articles (research papers only). You will need to attach a screenshot of the abstract for each article at the end of your assignment as an appendix.

• Write a literature review of the findings to the answerable question from your chosen articles. In your discussion of the findings, you will also integrate appraisal of the research conducted.

• At the end of your review, provide recommendations for best practice relevant to the answerable question to ensure safe and effective care is provided.
EBP Process

1. Formulating Your Clinical Question
2. Searching for Evidences
3. Appraising Evidence
4. Applying Evidence to Practice
5. Evaluating Evidence Use
Next steps

- Choose articles from your pool of articles
- Critically read and appraise articles
- Create a Table of Evidence – helps to determine findings and appraisal of articles
- Plan literature review
- Write literature review
- Make recommendations for practice
What is a literature review?

A literature review:

• “is the presentation, classification and evaluation of what other researchers have written on a particular subject” (Davies, 2011, p. 216).

• describes, compares, contrasts and evaluates findings, theories, arguments, themes, methodologies and approaches on the subject

• may be part of a research thesis or a stand alone assignment

• does not and cannot refer to every piece of literature in the field

• is organised according to your research objective/question

• provides a rationale for further research.
What is a literature review?

A good literature review should:

• compare and contrast different authors' findings/views
• note areas of similarity/disagreement
• evaluate aspects of methodology
• highlight exemplary studies
• identify patterns or trends in the literature
• highlight omissions in prior research.
Plan Your Time

Writing a literature review takes time.

Allow sufficient time to:

- Create and document a search strategy and thoroughly research your topic/question (already done in Assignment 1 - but you may need to review)
- use various databases to find the relevant information (already done but you may need to review)
- read and critically analyse multiple research papers and create a Table of Evidence
- decide how to organise your review
- write your literature review
<table>
<thead>
<tr>
<th>Article No.</th>
<th>Article details &amp; country</th>
<th>Aim/Design</th>
<th>Sample size &amp; data collection</th>
<th>Key findings</th>
<th>Limitations</th>
<th>Common Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Table of Evidence example – different topic

<table>
<thead>
<tr>
<th>Article No.</th>
<th>Article details &amp; country</th>
<th>Design</th>
<th>Sample size &amp; site</th>
<th>Key findings</th>
<th>Limitations</th>
<th>Common Themes</th>
</tr>
</thead>
</table>
Planning the Literature Review

Before you begin writing, you need to **plan** your literature review.

To organise your research, cluster similar research together by **identifying common themes and ideas.**

- Closely **review** and **analyse** your table
- Link and organise key themes/concepts of your research.
- Number key ideas/themes in the order that you are going to place them in your literature review.

A literature review is written in essay format (but it is not an essay!)

It follows the normal conventions for academic writing. It usually includes:

- an introduction
- a body
- a conclusion

It may also contain other sections.

Check your instructions - e.g. recommendations
Literature Review Structure

Title page
Table of Contents
Introduction
Literature Review Findings and Appraisal
Recommendations
Conclusion
References
Appendix
Introduction

- EBP process
- Continuation of assignment 1
- Introduce answerable question/topic
- Outline key themes
Literature Review Findings

From your Table and notes, you now need to finalise your key themes for your literature review findings section.

What key areas or themes keep coming up in the literature in regards to the review question?

Each section should deal with a specific aspect of the literature.

- There will be paragraphs under each themes to:
  - Synthesise
  - Compare
  - Contrast
  - Critique

the literature across the various articles sourced.
Emerging Themes

Literature Review Findings
Paragraphs need to focus on the findings

Finalise the outline or plan for your literature review findings
A flow of your review and argument
Analysing the Findings

- What are the findings?
- Synthesise the research
- Compare and contrast the findings
- Critique the research
- Comment on limitations/strengths
- Highlight the gaps
- Indicate landmark research
To develop an integrated argument from multiple sources, you need to *synthesize* (i.e. *link*) your arguments together. Look at the example below.

Horizontal violence is another challenge faced by graduate nurses. According to Gardiner and Sheen (2016), horizontal violence involves behaving in a hostile or negative way against a co-worker. Mellor et al. (2017) and Weaver (2013) both concluded that graduate nurses are more susceptible to this interpersonal conflict, with around one-third of new graduate nurses intending to leave the profession as a result of experiencing workplace bullying. Weaver (2013) discussed this further and filled the gap of the other two studies by addressing the reason graduate nurses are at higher risk of being victims. Weaver (2013) further explained it is often the lack of confidence and social connectivity of new graduates that stops them from being able to ward off interpersonal conflict. One form of bullying can be the application of unfair or excessive workloads.
All papers reviewed agreed that stress was one of the most frequent challenges graduate nurses face during their first year (Doody et al., 2012; Gardiner & Sheen, 2016; Mellor et al., 2017; Missen et al., 2015; Parker et al., 2014; Phillips et al., 2014). In a qualitative study with a significant sample size of 30, Parker et al. (2014) found 77% of participants expressed work stress as high to extreme. Parker et al. (2014) also argued that stress is the main unsatisfying component of the graduate transition which leads to as many as 50% of new nurses to leave their job within the first year. Gardiner and Sheen (2016) in their published literature review expanded on this by claiming that stress stems from and coincides with a multitude of other challenges, some of which include not feeling work ready, lack of support, heavy workloads and emotional exhaustion.
Comparing and Contrasting

The level and nature of support available to nursing graduates is the most significant impacting factor during the transition process (Gardiner & Sheen, 2016; Parkinson et al., 2014). However, the review conducted by Gardiner and Sheen (2016) found that although it is the most influential factor, lack of support is one of the biggest challenges and hindering factors of the transition process. A qualitative survey by Doody et al. (2012) also revealed the same findings, acknowledging that 70% of participants expected quality support from their colleagues. Mellor et al. (2017) also considered the topic of limited support for graduates; however, went further to address the reason for this challenge, claiming overstretched staffing struggles are to blame. This aligns with the findings by Lea and Cruickshank (2014) who investigated rural graduate’s experiences, discovering the RN to patient ratios were even lower than in urban facilities, consequently affecting the support received. However, this conflicts with the findings from Parker et al. (2014) who whilst recognising support was lower for respondents located in rural facilities, claimed that overall, respondents reported being satisfied with the support they received.
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There have been many large studies conducted worldwide since 2005 on prevalence of cheating on all forms of cheating from academic integrity and plagiarism breaches, collusion, and cheating in exams. All of these surveys repeatedly have found a high proportion of student have self-reported engaging in one or more questionable activities (Lin & Wen, 2007; Kidwell & Kent, 2008, Teixeira & Rocha, 2010). However, Curtis and Clare (2017) claimed that the percentage of student who self-report as engaging in contract cheating is comparatively low with figures from 3.5 to 7.9%. A recent landmark survey of Australian university students by Bretag et al. (2017) found that 6% of Australian students have admitted to use one or more contract cheating services. Likewise, a study in the Czech Republic found 8% engaged in contract cheating (Kralikova, 2016).
Limitations and Gaps

The self-reporting of students is also a limitation in studies and this could indicate that figures for contract cheating could be higher (Lancaster & Clarke, 2017). In addition, Walker and Townley (2012) point out that cheating involving third parties is cause for significant concern, because it is potentially difficult to detect and constitutes a form of fraud. Dawson and Sutherland (2018) concur stating that there has been no research conducted to date to assess the detection rates of contract cheating.
A paper includes *a number of paragraphs* that *support the main idea*.

Paragraphs occur in a *logical and systematic sequence* to develop the main argument/idea.

*Each paragraph* contains *one key idea* expressed in (usually) 4 – 8 sentences.
Coherence and Cohesion

To write paragraphs that are easy for the reader to follow and understand

- You must present your information in a logical sequence (**coherence**) and

- Show the connections or relationships between the pieces of information (**cohesion**).
Coherence

Coherence is the logical organisation of information in a piece of text.

The main method of ensuring writing is coherent is to plan the organisation of ideas and information in a piece of writing.

How will you organise your ideas?

- Chronological
- Cause and effect
- For and against
- Logical sequence
Cohesion

Cohesion is the organisation of your language, which shows how your sentences are connected and related.

There are many techniques that are used to show the relationships between different sentences in a piece of text:

- **Transition Signals**: these include connectors, subordinators and conjunctions.
- **Repetition**: repeat key nouns or use a limited number of synonyms.
  - **Pronouns**: substitute pronouns for key nouns.
- **Sentence Combinations**: use compound and complex sentences.
  - **Demonstratives**: this, that, these, those, the, etc.
  - **Comparatives**: less, further, additionally, similarly, likewise, etc.
- **Substitution**: one, do, each, etc.
## Transition Words and Phrases

<table>
<thead>
<tr>
<th>Link Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cause / Reason</td>
<td>as a result; because;</td>
</tr>
<tr>
<td>Effect / Result</td>
<td>as a result; hence; therefore; thus</td>
</tr>
<tr>
<td>Addition</td>
<td>additionally; furthermore; in addition; moreover</td>
</tr>
<tr>
<td>Condition</td>
<td>if; on condition that; providing; unless</td>
</tr>
<tr>
<td>Contrast</td>
<td>although; by contrast; however; conversely; despite</td>
</tr>
<tr>
<td>Comparison</td>
<td>compared with; in the same way; in comparison</td>
</tr>
<tr>
<td>Example</td>
<td>for example; for instance; particularly; such as</td>
</tr>
<tr>
<td>Rewording</td>
<td>in other words; rather; to paraphrase</td>
</tr>
<tr>
<td>Summary</td>
<td>finally; hence; in all; in conclusion; in short; in summary</td>
</tr>
<tr>
<td>Time Sequence</td>
<td>after; firstly; before; eventually; subsequently</td>
</tr>
<tr>
<td>Transition</td>
<td>as far as ... is concerned; as for; to turn to;</td>
</tr>
</tbody>
</table>
Vary Paraphrasing Formats

- Use signal phrases
  According to … As indicated by…

- Author prominent paraphrases
  Gardiner and Sheen (2016) found … claimed … argued…. (There are many reporting verbs – see resource)

- Content focussed paraphrases with author(s) in brackets at the end of the sentence.
  There were many studies that found …… (Gardiner & Sheen, 2016; Doody, Tuohy, & Deasy, 2012).
When writing about previous studies and your own thinking, it is important to clearly distinguish between:

- That which is certainly true:
  e.g. influenza is caused by a virus.

- That which is probably true (how probable?)
  e.g. Schizophrenia seems to result from an interaction between genetic factors and environmental stressors.

- That which is only possibly true:
  e.g. A student group may perform badly on an assignment because of interpersonal conflict between group members.
Hedges and Boosters

**Hedges**
- Used to indicate various levels of a lack of complete certainty
- Also used to be diplomatic when critiquing the work of others
  
  E.g. suggest/ may seem; believe / could; appear to; might; hypothesise; assume/ likely; speculate; possible...

**Boosters**
- Indicators of conviction
  
  E.g. show that/ always; demonstrate / substantially; clearly show/ will; fact that/ obviously...
The Literature Review Conclusion

The **conclusion** should include:

- The main agreements and disagreements in the literature
- Succinctly summarise implications of the literature review findings
- Tell the reader what they should take away

It should NOT include any new information or make over-generalisations or conclusions that reach beyond the literature review.

Your **conclusion** should demonstrate:

- integration of research from various sources
- comparison between similar and different ideas
- depth of reading
- analysis and critical evaluation of the literature

(Clker-Free-Vector-Images, 2014)
Appendices are placed after the reference list

Appendix A  Abstracts

Screen shot of article abstracts