

## AIM

The aim was to deliver Systematic Review (SR) inter-departmental training at one Research group at the University of Edinburgh. Utilising the approach 'Learning whilst doing', this SR training was based on needs assessment for this skill development. The SR training was done alongside a review, in which the author was lead: 'Marginalisation and impact on health and wellbeing for ethnic minorities across developed countries', which was registered in Prospero ([CRD42023422448](https://doi.org/10.1111/CRD4.2023422448))

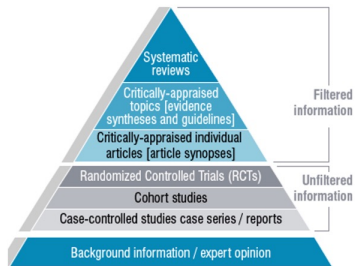


Figure 1: Hierarchy of Evidence, National Health and Medical Research Council (NHMRC) (2009).

## METHODS

Learners were invited to participate in an SR as part of the Marginalisation and Health Research group at the University of Edinburgh. In 2023, Training sessions, completed over 16 weeks via Zoom, involved PhD students at different stages in their journey (n=10) and one teaching fellow. A range of materials created independently by the lead consisted of short videos, using animation, outlining each step of the SR process, and a workbook facilitating key learning goals and reflexivity.

A detailed overview of Covidence was done as part of the session. Learners were also made aware of other no-cost screening software to accommodate those without institutional access, including LMIC. Introductory abstract screening and full text screening trainings were facilitated in pairs and small groups, ensuring pilot testing of tools were done to develop understanding of the eligibility criteria and skill development. Team meetings facilitated discussions around learners' experience during the entire process. An information specialist was included when formulating the search strategy and searching relevant databases for eligible studies. Rigor was maintained throughout the SR trajectory.

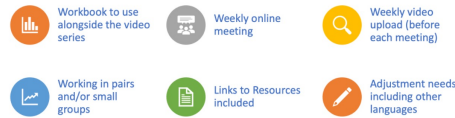


Figure 2: Strategies utilised as part of the SR training workshops

## MAIN FINDINGS

Overall, positive feedback was obtained from learners about the usefulness of the delivery of the SR training workshops. As learners progressed through the steps of the SR, they appreciated the complexities of teamwork, contributing to assigned tasks in a timely manner, shadowing and engaging in critical discussions as part of the review team. Being able to develop their skillset whilst actively conducting a 'live' SR proved useful.

Complex  
Helpful  
Team-work  
Animations  
Theoretical  
SYSTEMATIC REVIEW TRAINING  
High-level skillset  
Shadowing  
Working in pairs  
Videos  
Simple & Clear

"I am truly blessed to be part of the training workshops. The videos were very simple and clear. I feel prepared as I've never done this before."

"Doing a systematic review is very complex. I think this is actually a high-level skillset and I appreciate the workshop sessions, which made me appreciate the work that goes into a systematic review"

I particularly enjoyed the animations, which Michelle created. Although the workshops consisted of lots of pre-reading and post-reading, the animations helped me to get through each session. The videos motivated me to keep on track'

'I feel as though we needed to repeat lots of tasks to get the hang of things, like the abstracts screening. Working together in pairs was helpful but at times we did not agree on inclusion and the team discussions provided insight into some aspects I did not consider.'

For me, doing a systematic review is dependent on developing your skills. But it is important to have the theoretical knowledge before diving into the actual doing. Reflecting on the video content as a team was helpful. What was interesting for me is that we were doing a systematic review – I learned a lot!

I enjoyed the shadowing. I have no experience in this but learning from someone with experience was useful to my learning.

Figure 3 shows feedback from some learners

## Conclusion

SR training is a unique learning opportunity for learners at all levels. Due to the complex nature of information involved and skillset development, training delivery should be collaborative, user friendly, engaging, utilising hands-on learning activities. Although time-intensive and requiring creativity and multiple approaches, this type of innovative delivery will positively contribute to a skilled and sustainable workforce.

## Future Considerations

These training sessions will be made accessible to learners in particular from LMIC, where these opportunities and resources may be lacking.

## Systematic Review Video series

All training resources utilised for the workshops, including animated videos and workbook were created/developed by the author.



## ACKNOWLEDGEMENTS and CONTACT information

I wish to thank all participants for their active participation in the SR training workshops. A special thanks to Dr Leah Macaden, leader of the Marginalisation and Health Research Group, University of Edinburgh for inviting me to lead the SR and providing me with the opportunity to deliver the training sessions.

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## INTRODUCTION AND BACKGROUND

Conducting SRs are complex but an important skillset for healthcare providers to acquire and/or develop, as it helps to identify and appraise the best available evidence on various topics. Innovative training workshops utilising a range of activities are essential to facilitate development of this skill. PhD students and junior staff are not often exposed to SR training, especially those from Low Middle-Income countries. SR training should be a core component for all healthcare providers, beginning at early career stages. The author has experience conducting SRs and has previously led international training workshops. Creating and utilising animated videos for training sessions whilst simultaneously conducting and leading an SR was a novel approach.