

# Transforming the Systematic Review Service

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## Conclusion:

### What librarians are saying...

*I now share the library guide with more people so they can understand what types of reviews there are and the service if they choose to pursue it.*

*I use the intake form with patrons to go through what they need. The intake form helps me to identify what areas of the library guide to review with the patron.*

*The team training and the review protocol responses received from a researcher helped me to determine that a Phd student's request was for a literature review not a systematic review.*

*Recently a faculty researcher (and assistant) met with the Systematic Review Lead Librarian and I, to discuss a possible in-depth research project. Stating that a systematic review was what he intends to initiate, we walked him through the Systematic Review steps, however after learning in detail the lengthy/multiple steps needed for such a rigorous undertaking, not to mention the probable multiple months time commitment, he decided they needed to clarify their topic more and work on a protocol before they were ready.*

## Objective:

To transform the systematic review service by moving to a team-based model and to provide quality education and educational services to our researchers (faculty & students). To design a service model that can be used by other libraries also wishing to transform the systematic review service and enhance education and training around systematic review research.

## Methods:

In early 2017, the Health Science Library began plans to transition the current systematic review service to a team-based service model. The systematic review librarian did a scan of other systematic review services and checked the literature for a team-based model. Due to the paucity of open access literature in this area, one librarian at the health sciences library decided to draft and design a unique team based model in an openly accessible format. The education librarian also assisted in the development of a unique classification of librarian skills, an intake form for systematic review requests, and a new set of learning outcomes for researchers completing a systematic review. A two hour interactive staff training took place prior to implementation in fall 2017. Evaluation of the program is continuous and an implementation team is appointed to regularly assess the program.

## Class 4 Learning Outcomes for Systematic Reviews

|   |  |
|---|--|
| Class 4. Expert/Beyond Expert (Demonstrative or Referral)   | Class 4 includes expert or beyond expert skills for systematic review research, and requires demonstrative skills and/or referrals made by the librarian. Note: A Class 4 librarian must be willing to learn & acquire these skills because they fall outside the typical role of the library/librarian. |
| 4.0 The researcher will be able to summarize (narratively) and synthesize extracted data (study characteristics, risk of bias and numerical results) and create a Summary of Findings (or similar) table/chart. | The librarian has either acquired proficiency in this area or they have located an appropriate person on campus or in the community as a referral. Another option is to assist the researcher in locating outside training in this area.   |

A sample of the Systematic Review Learning Outcomes for Researchers by: Stephanie Roth & Natalie Tagge Last updated 12/13/17 CC-BY-NC-SA to view the complete Learning Outcomes for Researchers please visit: <https://osf.io/vcyhk/>

**Link to the complete Systematic Review Team-Based Model**  
<https://osf.io/hmqjz/>

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## Systematic Reviews (& other Reviews) Service Ginsburg Health Sciences Library

### Why work with a librarian?

*Institute of Medicine (National Academies)-  
Standards for Systematic Reviews (2011): "Work  
with a librarian or other information specialist  
trained in performing systematic reviews to  
plan the search strategy."*

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### Systematic Review Literature Search Service

Comprehensive searching performed by a librarian in multiple databases and grey literature for a variety of review types.

OR

### Systematic Review Educational Services

Receive beginner to advanced training in systematic reviews and systematic review searching.

**Our service is provided at no cost.**

Sample marketing slide for TV monitors

## Results:

**Since the new SR model implementation we have:**

- Added more librarians from other disciplines (Medical & Science librarians) plus added locations throughout the University (Health Sciences Library, Podiatry Library & Main Campus Library)
- Added more review types to our systematic review library guide and expanded our services
- Created formal marketing for both the literature search service and the educational services
- Provided instruction to main campus Reference & Instruction Librarians & offered mentoring opportunities
- Expanded services and created a new workshop on Systematic Review Tools
- The service was featured in a Temple blog as an example of expanding roles of liaisons  
<https://sites.temple.edu/assessment/2018/03/05/improving-temple-libraries-system-for-systematic-reviews/>
- The Biomedical & Research Services Librarian was asked to participate on a graduate students dissertation committee for a Network Meta-analysis
- The number of educational & literature search service requests has increased overall and also in terms of the variety of review types.