



# MASTERING THE SYSTEMATIC REVIEW DAY - 6

# WRITING THE REVIEW: FROM STRUCTURE TO STYLE”

## 1) STRUCTURE OF A SYSTEMATIC REVIEW

(Detailed explanation of each section)

## 2) DIFFERENT NAMES USED FOR SAME SECTIONS IN DIFFERENT JOURNALS

## 3) ACADEMIC WRITING FROM A RESEARCH PERSPECTIVE




## 4) CITATION, REFERENCES, AND PLAGIARISM

## 5) WHAT TO AVOID WHEN WRITING A SYSTEMATIC REVIEW

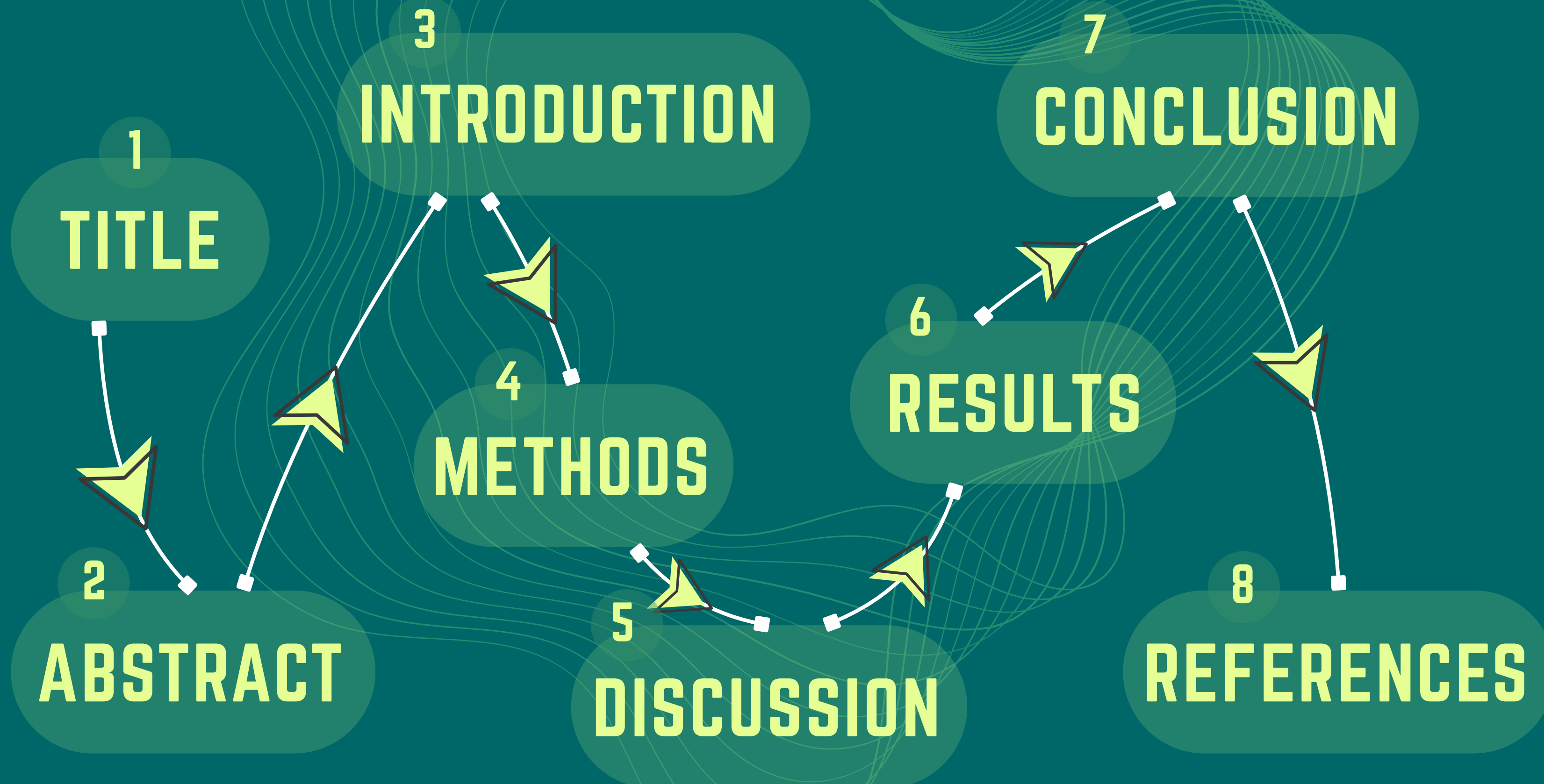
# PART 1- STRUCTURE OF SYSTEMATIC REVIEW

**“UNDERSTANDING EACH PART OF YOUR REVIEW PAPER — WHAT IT IS, WHEN TO WRITE IT, AND HOW IT LOOKS.”**

**WE WILL DISCUSS ABOUT-**

-  **WHEN THE SECTION IS WRITTEN IN THE SYSTEMATIC REVIEW PROCESS.**
-  **A SIMPLE EXPLANATION OF WHAT IT SHOULD CONTAIN.**
-  **AN EXAMPLE FOR BETTER UNDERSTANDING.**

# FLOWWORK FOR WRITING OUR REVIEW





# TITLE

THE **TITLE** OF A SYSTEMATIC REVIEW SHOULD CLEARLY SHOW WHAT THE REVIEW IS ABOUT. IT SHOULD INCLUDE IMPORTANT KEYWORDS LIKE THE POPULATION, INTERVENTION, AND OUTCOME, AND ALSO MENTION IT IS A "**SYSTEMATIC REVIEW.**"



## WHEN TO WRITE IT?

WRITE A WORKING TITLE EARLY DURING YOUR RESEARCH QUESTION PHASE (WEEK 1), BUT FINALIZE IT AFTER YOU **FINISH YOUR REVIEW SO IT REFLECTS YOUR FINAL FINDINGS.**

# ABSTRACT

THE **ABSTRACT** IS A SHORT SUMMARY OF YOUR ENTIRE REVIEW. IT TELLS THE READER WHAT THE STUDY IS ABOUT, **HOW YOU DID IT, WHAT YOU FOUND, AND WHAT IT MEANS.** IT HELPS YOU QUICKLY UNDERSTAND YOUR PAPER.



## WHEN TO WRITE IT?

WRITE IT AT THE END, AFTER YOU FINISH ALL OTHER SECTIONS. IT'S A SUMMARY, SO YOU NEED THE FULL REVIEW DONE FIRST.

# QUESTION

**HEY! I HAVE A DEADLINE TO SUBMIT THE  
ABSTRACT FOR MY SYSTEMATIC REVIEW-  
FOR A RESEARCH CONFERENCE AND I AM  
NOT EVEN COMPLETED WITH MY  
SYSTEMATIC REVIEW.**

**WHAT TO DO IN SUCH SITUATION>???**

# CONSIDER THIS!

## YOU CAN WRITE YOUR ABSTRACT AFTER THE FOLLOWING STEPS:

1. YOU HAVE A CLEAR PICO-BASED RESEARCH QUESTION.
2. YOU'VE DEVELOPED AND RUN YOUR SEARCH STRATEGY.
3. YOU'VE SCREENED THE ARTICLES (TITLE/ABSTRACT AND FULL TEXT).
4. YOU KNOW HOW MANY STUDIES WILL BE INCLUDED.
5. YOU'VE EXTRACTED KEY DATA AND PERFORMED A BASIC SYNTHESIS (EVEN IF NOT YET PUBLISHED).

# ABOUT STEP-5

**5. YOU'VE EXTRACTED KEY DATA AND PERFORMED  
A BASIC SYNTHESIS (EVEN IF NOT YET  
PUBLISHED).**

**THIS STEP INVOLVES PULLING OUT  
ESSENTIAL DETAILS FROM THE INCLUDED  
STUDIES THAT DIRECTLY ANSWER YOUR PICO  
QUESTION.**



# ABOUT STEP-5

## A) KEY DATA EXTRACTION

| Data Element   | Description  |
|----------------|--|
| Study details  | Author(s), year, country, journal                              |
| Study design   | RCT, cohort, cross-sectional, etc.                             |
| Population     | Sample size, demographics, inclusion/exclusion criteria        |
| Intervention   | What treatment/exposure was tested?                            |
| Comparator     | What was the control or comparison group?                      |
| Outcomes       | Primary and secondary outcomes measured                        |
| Results        | Numerical values, effect sizes, confidence intervals, p-values |
| Bias / Quality | Risk of bias assessment (e.g., using ROB2, NOS, etc.)          |

# ABOUT STEP-5

## C) BASIC SYNTHESIS OF DATA

YOU DON'T NEED TO CONDUCT A META-ANALYSIS YET (UNLESS PLANNED), BUT YOU SHOULD SUMMARIZE AND INTERPRET THE FINDINGS FROM THE EXTRACTED DATA.

BASIC SYNTHESIS INCLUDES:

- **NARRATIVE SUMMARY:** WHAT DO THE STUDIES SAY OVERALL? (E.G., "5 OUT OF 7 STUDIES SHOWED IMPROVED OUTCOMES WITH INTERVENTION X.")
- **PATTERNS/TRENDS:** ARE RESULTS CONSISTENT OR MIXED?
- **COMPARISONS:** BETWEEN INTERVENTIONS AND OUTCOMES.
- **TABLES/FIGURES:** CREATE A SUMMARY TABLE OF FINDINGS TO VISUALIZE THE EVIDENCE.

# ABSTRACT

## EXAMPLE

“THIS SYSTEMATIC REVIEW EXAMINES THE EFFECT OF DIET AND EXERCISE ON CHOLESTEROL LEVELS IN INDIVIDUALS WHO HAVE QUIT SMOKING. WE SEARCHED PUBMED, SCOPUS, AND COCHRANE LIBRARY FROM 2013 TO 2023. A TOTAL OF 10 STUDIES WERE INCLUDED. MOST STUDIES SHOWED IMPROVEMENTS IN HDL AND LDL LEVELS. THESE FINDINGS SUPPORT USING LIFESTYLE CHANGES IN SMOKING CESSATION PROGRAMS.”

# INTRODUCTION

THE INTRODUCTION **GIVES BACKGROUND ON THE TOPIC**. IT EXPLAINS **WHY THE RESEARCH QUESTION IS IMPORTANT**, WHAT IS ALREADY KNOWN, AND WHAT **GAP YOUR REVIEW IS TRYING TO FILL**. IT SHOULD END WITH YOUR RESEARCH QUESTION OR OBJECTIVE.



## **WHEN TO WRITE IT?**

WRITE IT AFTER FORMING YOUR RESEARCH QUESTION AND SEARCH STRATEGY, USUALLY AFTER DAY 2 OR 3.

# INTRODUCTION

## EXAMPLE

“SMOKING IS A KNOWN RISK FACTOR FOR CARDIOVASCULAR DISEASES. WHILE QUITTING SMOKING IMPROVES HEALTH, IT MAY ALSO LEAD TO WEIGHT GAIN AND METABOLIC CHANGES. DIET AND EXERCISE MAY HELP IN MANAGING CHOLESTEROL LEVELS IN THIS PHASE. HOWEVER, THERE IS NO CLEAR SUMMARY OF HOW EFFECTIVE THESE STRATEGIES ARE. THIS REVIEW AIMS TO EXPLORE THE EFFECT OF DIET AND EXERCISE ON CHOLESTEROL LEVELS IN ADULTS WHO QUIT SMOKING.”



# METHODS

THE METHODS SECTION EXPLAINS **HOW YOU DID YOUR REVIEW**. THIS INCLUDES **YOUR SEARCH STRATEGY** (DATABASES USED, **SEARCH TERMS**), **INCLUSION AND EXCLUSION CRITERIA**, **DATA EXTRACTION METHOD**, APPRAISAL TOOLS USED (LIKE ROB 2 OR AMSTAR), AND SYNTHESIS TYPE (NARRATIVE OR META-ANALYSIS).



## **WHEN TO WRITE IT?**

WRITE IT DURING AND AFTER YOUR SEARCH, APPRAISAL, AND DATA EXTRACTION STEPS (DAYS 3 TO 5).

# METHODS

## EXAMPLE

“WE SEARCHED PUBMED, COCHRANE, AND SCOPUS FOR STUDIES PUBLISHED BETWEEN 2013 AND 2023. KEYWORDS INCLUDED ‘SMOKING CESSATION,’ ‘CHOLESTEROL,’ ‘DIET,’ AND ‘EXERCISE.’ STUDIES WERE INCLUDED IF THEY REPORTED CHOLESTEROL OUTCOMES IN ADULTS WHO HAD QUIT SMOKING. DATA WERE EXTRACTED USING A STRUCTURED FORM, AND QUALITY WAS ASSESSED USING ROB 2.”

# RESULTS

THE RESULTS SECTION **REPORTS WHAT YOU FOUND**. THIS INCLUDES **HOW MANY STUDIES YOU INCLUDED**, WHAT THEIR MAIN FINDINGS WERE, AND **IF THERE WERE SIMILARITIES OR DIFFERENCES**. YOU **CAN USE TABLES AND GRAPHS HERE**. YOU ALSO **INCLUDE YOUR PRISMA FLOW DIAGRAM** HERE TO SHOW HOW YOU SELECTED THE STUDIES.



## **WHEN TO WRITE IT?**

WRITE IT AFTER DATA EXTRACTION AND SYNTHESIS ARE COMPLETE (AFTER DAY 5).

# RESULTS

## EXAMPLE

“WE IDENTIFIED 2,100 ARTICLES AND INCLUDED 10 STUDIES AFTER SCREENING. THREE STUDIES FOCUSED ON DIET, FIVE ON EXERCISE, AND TWO ON BOTH. MOST STUDIES REPORTED IMPROVEMENTS IN HDL AND REDUCTIONS IN LDL. HOWEVER, TWO STUDIES FOUND NO SIGNIFICANT CHANGE. DIFFERENCES WERE DUE TO DURATION AND TYPE OF INTERVENTION.”

# DISCUSSION

THE DISCUSSION SECTION EXPLAINS **WHAT THE RESULTS MEAN.** YOU **COMPARE AND CONTRAST STUDIES,** MENTION IF THEY **AGREE OR DISAGREE,** AND **DISCUSS POSSIBLE REASONS.** YOU ALSO TALK ABOUT THE STRENGTHS AND LIMITATIONS OF YOUR REVIEW AND WHAT IT MEANS FOR PRACTICE OR FUTURE RESEARCH.



## **WHEN TO WRITE IT?**

WRITE IT AFTER YOUR RESULTS ARE FULLY WRITTEN.



# DISCUSSION

## EXAMPLE

“OUR FINDINGS SUGGEST THAT BOTH DIET AND EXERCISE MAY IMPROVE CHOLESTEROL LEVELS IN INDIVIDUALS WHO QUIT SMOKING. THE IMPROVEMENT IN HDL LEVELS WAS MORE CONSISTENT ACROSS STUDIES. DIFFERENCES IN STUDY DURATION AND SAMPLE SIZE MAY EXPLAIN CONFLICTING RESULTS. A STRENGTH OF THIS REVIEW IS THE INCLUSION OF DIVERSE INTERVENTIONS, BUT A LIMITATION IS THE LACK OF STUDIES WITH LONG-TERM FOLLOW-UP.”

# CONCLUSION

THE CONCLUSION IS A **SHORT SUMMARY OF WHAT YOUR REVIEW FOUND AND WHAT IT MEANS.** IT SHOULD NOT INTRODUCE NEW RESULTS.



## **WHEN TO WRITE IT?**

WRITE IT AT THE VERY END, AFTER THE DISCUSSION

# CONCLUSION

## EXAMPLE

“LIFESTYLE INTERVENTIONS SUCH AS DIET AND EXERCISE SHOW PROMISE IN IMPROVING CHOLESTEROL LEVELS IN PEOPLE WHO QUIT SMOKING. THESE STRATEGIES SHOULD BE CONSIDERED IN SMOKING CESSATION PROGRAMS.”

# REFERENCES

THE REFERENCES SECTION **LISTS ALL THE SOURCES YOU CITED IN YOUR PAPER**. THEY SHOULD BE **FORMATTED IN A CONSISTENT CITATION STYLE** (LIKE **APA OR VANCOUVER**). USING A TOOL LIKE ZOTERO MAKES THIS EASY AND AUTOMATIC.



## **WHEN TO WRITE IT?**

WRITE IT AT THE VERY END, AFTER THE DISCUSSION

# REFERENCES

## EXAMPLE

[1] SMITH J, BROWN A. EFFECTS OF AEROBIC EXERCISE ON LIPID PROFILE IN EX-SMOKERS. JOURNAL OF HEALTH SCIENCE. 2022;15(3):210–18.



# SUMMARY: WHEN TO WRITE EACH SECTION

## SECTION

## WHEN TO WRITE

TITLE

Early (refine at the end)

ABSTRACT

After the entire review is complete

INTRODUCTION

After research question is finalized

METHODS

While doing your search and data gathering

RESULTS

After you complete data extraction

DISCUSSION

After results are finalized

CONCLUSION

At the end

REFERENCES

Automatically added using Zotero

# SUMMARY: WHEN TO WRITE EACH SECTION

| SECTION IN MOST FIG | AKA | EXAMPLE JOURNAL |
|---------------------|-----|-----------------|
|---------------------|-----|-----------------|

|         |                     |          |
|---------|---------------------|----------|
| RESULTS | Materials & Methods | PLOS ONE |
|---------|---------------------|----------|

|           |          |     |
|-----------|----------|-----|
| DICUSSION | Findings | BMJ |
|-----------|----------|-----|

|            |                             |              |
|------------|-----------------------------|--------------|
| CONCLUSION | Analysis or Interpretations | BMC Medicine |
|------------|-----------------------------|--------------|

|            |              |                       |
|------------|--------------|-----------------------|
| REFERENCES | Bibliography | Many Elseiver Journal |
|------------|--------------|-----------------------|

# TIP

ALWAYS CHECK THE JOURNAL'S  
“AUTHOR GUIDELINES” TO KNOW  
THE REQUIRED STRUCTURE.

# PART 2- ACADEMIC WRITING — RESEARCH STYLE FOR SYSTEMATIC REVIEWS

**“WRITING LIKE A RESEARCHER — STRUCTURED, CLEAR, AND HONEST”**

## **WHAT IS ACADEMIC WRITING IN RESEARCH?**

**ACADEMIC WRITING IS A FORMAL WAY OF WRITING THAT IS USED IN RESEARCH. IT FOLLOWS SPECIFIC RULES:**

- **IT'S CLEAR AND ORGANIZED.**
- **IT AVOIDS PERSONAL OPINIONS LIKE “I THINK” OR “I BELIEVE.”**
- **IT'S BASED ON EVIDENCE — WHAT STUDIES SHOW, NOT WHAT WE FEEL.**
- **IT USES PROPER CITATIONS TO GIVE CREDIT TO ORIGINAL AUTHORS.**

# CONCLUSION

## EXAMPLE

**INSTEAD OF:** “I BELIEVE DIET HELPS  
CHOLESTEROL.”

**USE:** “STUDIES SUGGEST THAT DIET CAN IMPROVE  
CHOLESTEROL LEVELS IN INDIVIDUALS WHO QUIT  
SMOKING.”





# IMPORTANT FEATURES OF ACADEMIC WRITING

## 1) CLARITY & SIMPLICITY

- USE SIMPLE WORDS.
- AVOID LONG, CONFUSING SENTENCES.

## 2) FORMAL TONE

- NO SLANG OR CASUAL WORDS.
- AVOID PERSONAL LANGUAGE ("I", "WE", "MY").



# IMPORTANT FEATURES OF ACADEMIC WRITING

## 3) EVIDENCE-BASED

- EVERY CLAIM YOU MAKE SHOULD BE SUPPORTED BY A REFERENCE (A STUDY).

## 4) LOGICAL FLOW

- START WITH THE BACKGROUND, EXPLAIN THE METHODS, SHOW RESULTS, AND END WITH CONCLUSION.

## 5) OBJECTIVITY

- SHOW BOTH POSITIVE AND NEGATIVE FINDINGS HONESTLY.





# HOW TO WRITE A PARAGRAPH IN ACADEMIC STYLE (TIP)

- **TOPIC SENTENCE:** WHAT IS THIS PARAGRAPH ABOUT?
- **SUPPORTING SENTENCES:** EXPLAIN MORE USING STUDIES AND REFERENCES.
- **CONCLUDING SENTENCE:** WHAT DOES IT MEAN OR LEAD TO?

# PARAGRAPH

## EXAMPLE

“DIET PLAYS A CRUCIAL ROLE IN MANAGING CHOLESTEROL LEVELS AMONG INDIVIDUALS WHO HAVE QUIT SMOKING. SEVERAL STUDIES, SUCH AS THOSE BY SMITH ET AL. (2021) AND AHMED ET AL. (2020), FOUND THAT PLANT-BASED DIETS WERE ASSOCIATED WITH INCREASED HDL LEVELS. THESE FINDINGS SUGGEST THAT DIETARY CHANGES CAN SUPPORT CARDIOVASCULAR HEALTH POST-SMOKING CESSATION.”

# TYPES OF CITATION

**YOU SHOULD UNDERSTAND HOW TO CITE SOURCES PROPERLY IN ACADEMIC WRITING. THERE ARE DIFFERENT STYLES, AND THE JOURNAL USUALLY TELLS YOU WHICH TO FOLLOW. COMMON ONES:**

**1) APA STYLE (AUTHOR-DATE):**

- **EXAMPLE: (SMITH, 2020)**

**2) VANCOUVER STYLE (NUMBERED):**

- **EXAMPLE: [1]**

**3) HARVARD STYLE:**

- **SIMILAR TO APA, BUT MAY VARY SLIGHTLY.**



# WHAT TO AVOID IN ACADEMIC WRITING

1) **✗ PLAGIARISM** — COPY-PASTING WITHOUT CREDIT

**✓** ALWAYS REWRITE IN YOUR OWN WORDS AND GIVE CITATIONS

2) **✗ EMOTIONAL OR INFORMAL LANGUAGE**

**✓** SAY “THE EVIDENCE SUGGESTS...” NOT “THIS IS REALLY AMAZING!”

3) **✗ OVER-GENERALIZATION**

**✓** DON'T SAY “ALL STUDIES AGREE” — INSTEAD SAY “MOST STUDIES SUGGEST...”

4) **✗ PERSONAL OPINIONS OR BIAS**

**✓** FOCUS ON WHAT THE DATA SHOWS, NOT YOUR BELIEF.



## ABOUT PLAGIARISM

**PLAGIARISM IS WHEN YOU TAKE SOMEONE ELSE'S WORDS OR IDEAS WITHOUT GIVING THEM CREDIT. IT IS A SERIOUS ACADEMIC OFFENSE.**

### **REMEMBER**

- **ALWAYS PARAPHRASE IN YOUR OWN WORDS.**
- **ALWAYS GIVE THE SOURCE.**
- **USE PLAGIARISM CHECKERS LIKE GRAMMARLY FREE PLAGIARISM CHECKER OR QUILLBOT (FREE VERSION).**



# ACADEMIC WRITING DO'S & DON'TS



Use formal, clear  
language

→ Use casual/slang words

Cite sources with  
Zotero

→ Copy-paste without citation

Focus on data

→ Give personal opinions

Follow a structure

→ Write randomly without flow





*Thank you for having you guys!!!*

**SEE YOU AT  
WORKSHOP!!!**