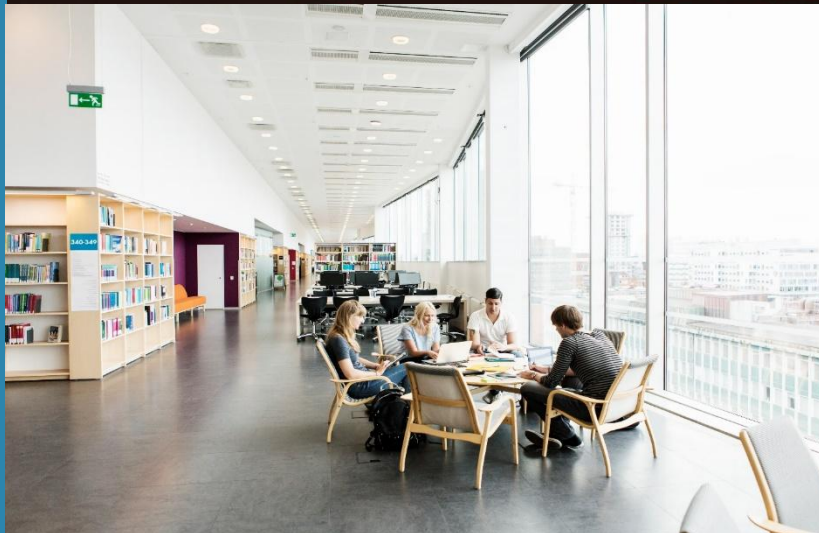




METODOLOGICKÁ PRAKTIKA V PSYCHOLOGII

10. 10. 2025

Bc. Lucie Zernerová, MSc., Ph.D.

Program dnešního setkání

10:50 – 12:30 BLOK 1 - Intro

- Cíle předmětu a podmínky atestace
- Metodika Rapid Evidence Assessment
- Příklad výzkumné zprávy

12:30 – 13:15 BLOK 2 – Práce v týmech / pracovní oběd

Tvorba skupin

Brainstorm témat a výzkumných otázek

13:20 – 15:00 BLOK 3 – Systematická práce se zdroji

Mgr. Michaela Málková

Správkyně EIZ pro FF UK, Knihovna Filozofické fakulty UK, SVI

Cíle

Prohloubení a aplikace znalostí a dovedností z metodologie psychologického výzkumu:

- Stanovení výzkumného záměru
- Rešerše a kritické zhodnocení odborné literatury
- Formulace výzkumných otázek
- Systematické vyhledávání zdrojů a práce s literaturou
- Hodnocení, extrakce a syntéza dat
- Prezentace projektu a průběžných výsledků
- Zpracování výzkumné zprávy



Návaznost předmětu

Výchozí předměty:

- **Úvod do studia psychologie** – specifika akademického psaní, citační norma APA, práce s elektronickými informačními zdroji, etika, plagiarismus
- **Psychologická metodologie** – výzkumné metody a designy, výzkumné otázky a hypotézy, řešerše literatury
- **Základy statistiky** – statistická analýza kvantitativních dat
- **Základy psychometrie a psychodiagnostiky** – psychometrické vlastnosti dotazníků

Sylabus Metodologických Praktik

Datum	Téma
10. 10. P018	Organizační aspekty Metodika Rapid Evidence Assessment Přihlášení témat a termínu prezentací do 17.10.
31. 10. P018	Prezentace I. (10:50 – 14:30)
7. 11. P018	Prezentace II. (10:50 – 14:30)
9. 1. P018	Závěrečná konference (10:50 – 14:30) Odevzdání výzkumné zprávy do 23. 1. 2026

Přihlášení skupin, tématu a termínu 1. prezentace

Dne **17. 10. 2025 v 11:00** bude na Moodle zpřístupněn formulář pro přihlašování skupin, tématu a termínu prezentace - je tedy nutné přihlásit:

- Výzkumné týmy po 4 členech (max)
- Zvolené téma
- Termín první prezentace – výzkumná otázka a její kontext („business case“) a průběžný progres projektu: 31.10. nebo 7.11.

Podmínky získání atestace

Aktivní účast při práci ve skupinách:

1. Prezentace úvodní rešerše k výzkumnému tématu a průběžného postupu projektu (rozsah max 5 ppt slidů; 15min prezentace + 5min diskuze) – v termínu 31.10. nebo 7.11.
2. Závěrečná prezentace výsledků výzkumu - 9.1.
3. Odevzdání vypracované výzkumné zprávy ve formátu APA:
 - Zpráva v rozsahu 15-20 normostran + přílohy
 - Formát Word



Požadavky 1. prezentace

V termínu 31.10. nebo 7.11. budou jednotlivé skupiny prezentovat progres vašeho rapid evidence assessment na vámi zvolené téma

Prezentace bude zahrnovat:

- Zvolené téma / název projektu + představení výzkumného týmu
- Výzkumná otázka a její kontext („business case“)
- Klíčová slova a mapa konceptů (PICOC/S viz Step 2)
- Inclusion / exclusion criteria (Step 3)
- Dokumentaci vaší vyhledávací strategie (Step 4-5)
- + případné otázky, které byste rádi diskutovali

Požadavky 2. prezentace

V termínu 9. 1. budou všechny skupiny prezentovat výsledky vašeho rapid evidence assessment na vámi zvolené téma

Prezentace bude zahrnovat:

- Zvolené téma / název projektu
- Stručně/pro připomenutí: Výzkumná otázka a její kontext („business case“), Klíčová slova a mapa konceptů (PICOC/S viz Step 2), Inclusion / exclusion criteria (Step 3), Dokumentaci vaší vyhledávací strategie (Step 4-5) – zejména pokud zde dojde k nějakým změnám na základě feedbacku na 1. prezentaci
- Hlavním předmětem prezentace budou **výsledky a závěry** ve formě „evidence statements“ (Step 8 – 12)

Struktura výzkumné zprávy

- **Název**
- **Abstrakt** (max 250 slov) + klíčová slova
- **Introduction / Úvod** – formulace tématu a otázky, zdůvodnění, proč je dané téma důležité
- **Method / Metoda** – vylučovací a zahrnovací kritéria, vyhledávací strategie, flow diagram (PRISMA), hodnocení kvality studií
- **Results / Výsledky** – výsledky extrakce a syntézy dat
- **Discussion / Diskuze** – interpretace a kontextuální začlenění výsledků, limity, teoretické a praktické implikace zjištění
- **Reference** – APA formát, referenční software (např. Zotero)
- **Přílohy** – 1. Vyhledávací strategie pro všechny databáze, 2. výsledky kritického hodnocení a extrakce studií, 3. Tabulka shrnující extrakci dat zahrnutých studií

Co je Rapid Evidence Assessment?



Image credit to Tricco et al. BMC Medicine 2015; 13: 224.

<https://doi.org/10.1186/s12916-015-0465-6>

Co je Rapid Evidence Assessment / Rapid Review?

Systematic literature review (SLR)

- a review that “attempts to collate all empirical evidence that fits pre-specified eligibility criteria in order to answer a specific research question. It uses explicit, systematic methods that are selected with a view to minimizing bias, thus providing more reliable findings from which conclusions can be drawn and decisions made” (Cochrane handbook for systematic reviews of effectiveness)

VS

Rapid review (RR)

- a streamlined approach to synthesizing evidence in a timely manner - typically for the purpose of informing emergent decisions faced by decision makers in health care settings.(Khangura et al.; Systematic reviews, 2012; <http://www.systematicreviewsjournal.com/content/1/1/10>)

Srovnání SLR vs RR

	Systematický přehled literatury	Rapid review
Účel	Komplexní a vyčerpávající syntéza všech dostupných zdrojů ohledně konkrétní výzkumné otázky	Rychlá syntéza dostupných důkazů pro informovanější rozhodování v krátkém časovém horizontu
Časová náročnost	měsíce až roky, v závislosti na rozsahu a složitosti tématu.	týdny až měsíce, v závislosti na požadované rychlosti a dostupných zdrojích.
Metodologie	Striktně definovaná a reprodukovatelná metodologie zahrnující rozsáhlé vyhledávání, kritické hodnocení kvality studií a podrobnou syntézu výsledků.	Zjednodušená metodologie s možnými úpravami, jako je omezení počtu prohledávaných databází, zkrácení procesu hodnocení kvality nebo omezení rozsahu zahrnutých studií.

Srovnání SLR vs RR

	Systematický přehled literatury	Rapid review
Rozsah vyhledávání	Široké a důkladné vyhledávání zahrnující více databází, šedou literaturu a nepublikované studie, aby se minimalizoval bias a zahrnuly všechny relevantní důkazy.	Omezené vyhledávání zaměřené na klíčové databáze a publikace, často vynechávající šedou literaturu a nepublikované studie kvůli časovým omezením.
Hodnocení kvality	Důkladné kritické hodnocení kvality a rizika biasu u všech zahrnutých studií pomocí standardizovaných nástrojů.	Může zahrnovat zjednodušené nebo vynechané hodnocení kvality studií, což může zvýšit riziko biasu ve výsledcích.
Syntéza výsledků	Detailní a komplexní syntéza výsledků, často zahrnující metaanalýzu pro kvantitativní kombinaci dat z různých studií.	Stručná syntéza výsledků s důrazem na klíčové nálezy, často bez kvantitativní kombinace dat.
Transparentnost	Vysoká úroveň transparentnosti s podrobným popisem všech kroků procesu, včetně protokolu před zahájením přehledu.	Může mít nižší úroveň transparentnosti kvůli zkráceným nebo vynechaným krokům v procesu, často bez předem definovaného protokolu.

Srovnání SLR vs RR

	Systematický přehled literatury	Rapid review
Využití	Vhodné pro situace, kdy je potřeba důkladné a komplexní zhodnocení důkazů, například pro tvorbu klinických směrnic nebo informování o dlouhodobých strategiích.	Vhodné pro situace, kdy je potřeba rychlé rozhodování na základě dostupných důkazů, například během zdravotních krizí nebo při urgentních politických rozhodnutích.
Riziko biasu	Nižší riziko biasu díky důkladnému vyhledávání, hodnocení kvality a zahrnutí všech relevantních studií.	Vyšší riziko biasu kvůli zjednodušeným metodám, omezenému vyhledávání a možnému vynechání důležitých studií.
Náklady a zdroje	Vyžaduje značné zdroje, včetně času, financí a odborných znalostí, často zahrnující multidisciplinární tým.	Vyžaduje méně zdrojů, může být proveden menším týmem nebo jednotlivcem, ale s potenciálním kompromisem v kvalitě a důkladnosti.

METHODOLOGY

Open Access

Expediting systematic reviews: methods and implications of rapid reviews

Rebecca Ganann*, Donna Ciliska and Helen Thomas

Abstract

Background: Policy makers and others often require synthesis of knowledge in an area within six months or less. Traditional systematic reviews typically take at least 12 months to conduct. Rapid reviews streamline traditional

RESEARCH METHODS AND REPORTING



OPEN ACCESS



Check for updates

Updated recommendations for the Cochrane rapid review methods guidance for rapid reviews of effectiveness

Chantelle Garritty,^{1,2} Candyce Hamel,^{1,3} Marialena Trivella,^{4,5,6} Gerald Gartlehner,^{4,7} Barbara Nussbaumer-Streit,⁴ Declan Devane,⁸ Chris Kamel,⁹ Ursula Griebler,⁴ Valerie J King,¹⁰ on behalf of the Cochrane Rapid Reviews Methods Group

For numbered affiliations see end of the article

Correspondence to: C Garritty
chantelle.garritty@uottawa.ca
(or @cgarritty on Twitter)

ORCID 0000-0002-2207-9958)

Additional material is published online only. To view please visit the journal online.

Cite this as: *BMJ* 2024;**384**:e076335
http://dx.doi.org/10.1136/bmj-2023-076335

Accepted: 02 January 2023

This article provides updated guidance on methods for conducting rapid reviews of effectiveness, targeted at Cochrane and other stakeholders interested in the methodology of rapid reviews. The guidance, developed by the Cochrane Rapid Reviews Methods Group, builds upon previous interim guidance, and incorporates changes

public partners, healthcare providers, policy makers), are outlined. The paper presents a definition of a Cochrane rapid review and additional considerations for rapid reviews of effectiveness to enhance the efficiency of the review process. In conclusion, the Cochrane Rapid Review Methods Group's updated guidance,

CEBMA Guideline for Rapid Reviews

- 12-step process
- Practical recommendations
- Examples
- Available from www.cebma.org/guidelines/



CEBMA Guideline for Rapid Reviews

in Management and Organizations



Version: 2.0

Editors: Eric Barends, Denise M. Rousseau, Rob B. Briner



CEBMa Guideline for Rapid Reviews

Steps in the RR process

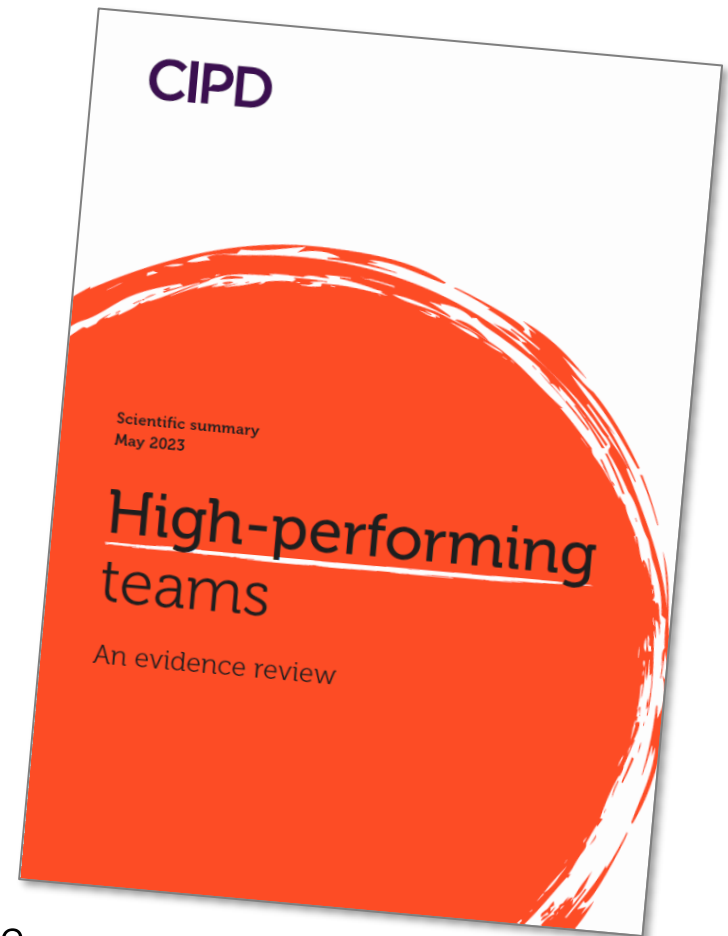
- Step 1. Background: What is the context of the RR question
- Step 2. Formulating the RR question: What does the RR answer?
- Step 3. Defining inclusion criteria: Which studies will be taken into account?
- Step 4. Search strategy: How should the studies be sought?
- Step 5. Study selection: How should you select the studies?
- Step 6. Data extraction: What information should you extract?
- Step 7. Critical appraisal: How to judge the quality of the studies.
- Step 8. Results: What did you find?
- Step 9. Synthesis: What does it all mean?
- Step 10. Conclusion
- Step 11. Limitations
- Step 12. Implications of the findings for practice



Step 1

Background: What is the context of the RR question

- Statement of the rationale for the RR
- „business case“ = explanation of why is this question important
- Example report: Barends, E., Rousseau, D., Cioca, I. and Wrietak, E. (2023) High-performing teams: An evidence review. Scientific Summary. London: Chartered Institute of Personnel and Development.
- available at cipd.org/en/knowledge/evidence-reviews/high-performing-teams



Step 2

Formulating the question: What does the RR answer?

Impact questions:

- The effect of an intervention, factor or independent variable
- The drivers (antecedents) of a certain outcome

EXAMPLE 1

Main question

What is known in the scientific literature about the impact of goal setting on the task performance of sales agents?

Supplementary questions

- *What counts as goal setting?*
- *What is the assumed causal mechanism / how is it supposed to work?*
- *What is known about the overall effect of goal setting on task performance?*
- *What is known about possible moderators and/or mediators that affect the relationship between goal setting and task performance?*

Step 2

Formulating the question: What does the RR answer?

- Non-impact questions:
- **Needs:** What do people want or need?
 - **Attitude:** What do people think or feel?
 - **Experience:** What are peoples' experiences?
 - **Prevalence:** How many / often do people / organizations ...?
 - **Procedure:** How can we implement ...?
 - **Process:** How does it work?
 - **Exploration:** Why does it work?

EXAMPLE

Main question

What is known in the scientific literature about the prevalence of burnout among nurses in the US?

Supplementary questions

- *What is burnout?*
- *What are the symptoms of burnout more widely and for nurses more specifically?*
- *Are there reliable and valid instruments available to measure burnout?*

Step 2

Formulating the question: What does the RR answer?

PICOC specification, alternatively PICOS (S = type of studies):

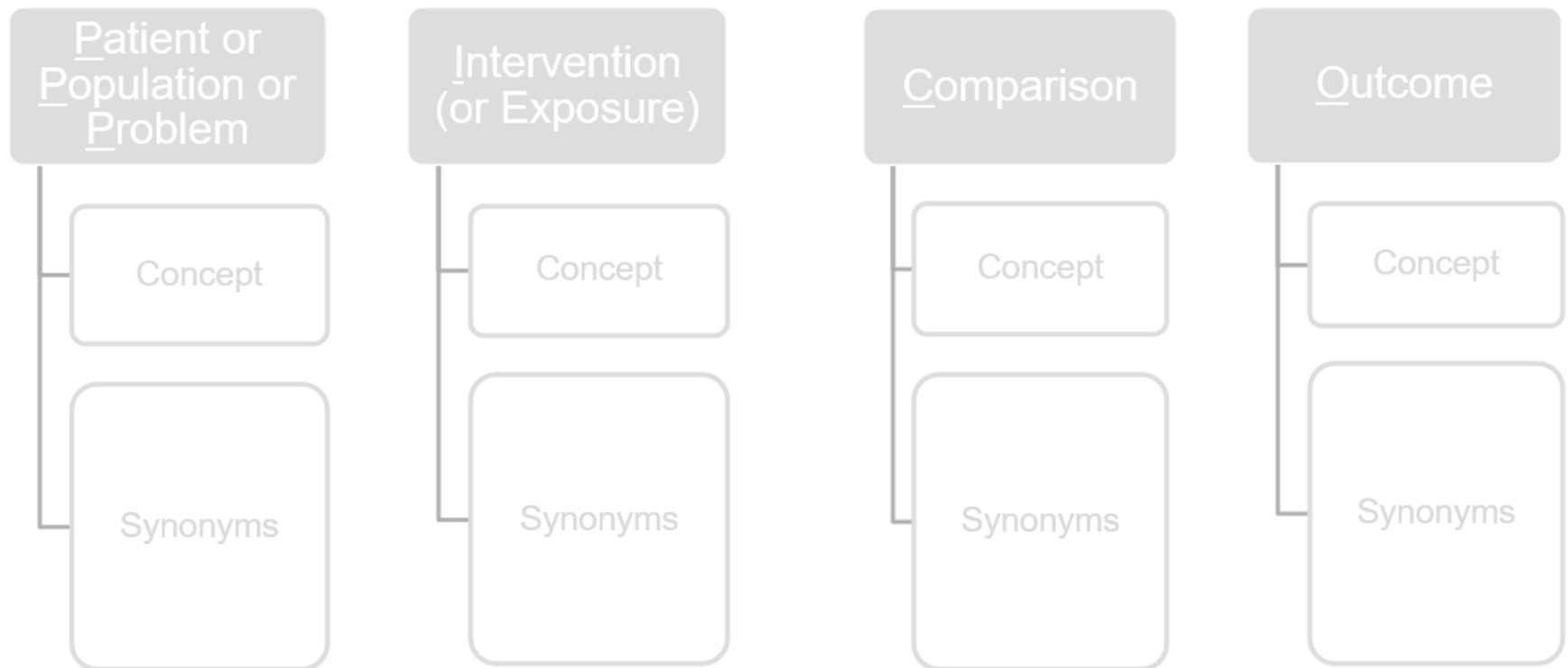
P opulation	Who?	Type of employee, subgroup, people who may be affected by the outcome
I ntervention	What or How?	Management technique/method, factor, independent variable
C omparison	Compared to what?	Alternative intervention, factor, variable
O utcome	What are you trying to accomplish / improve / change?	Purpose, objective, dependent variable
C ontext	In what kind of organization / circumstances?	Type of organization, sector, relevant contextual factors

Step 2

Formulating the question: What does the RR answer?

Develop your concept map – e.g.:

Can cognitive behavioural therapy improve self esteem in patients with eating disorders?

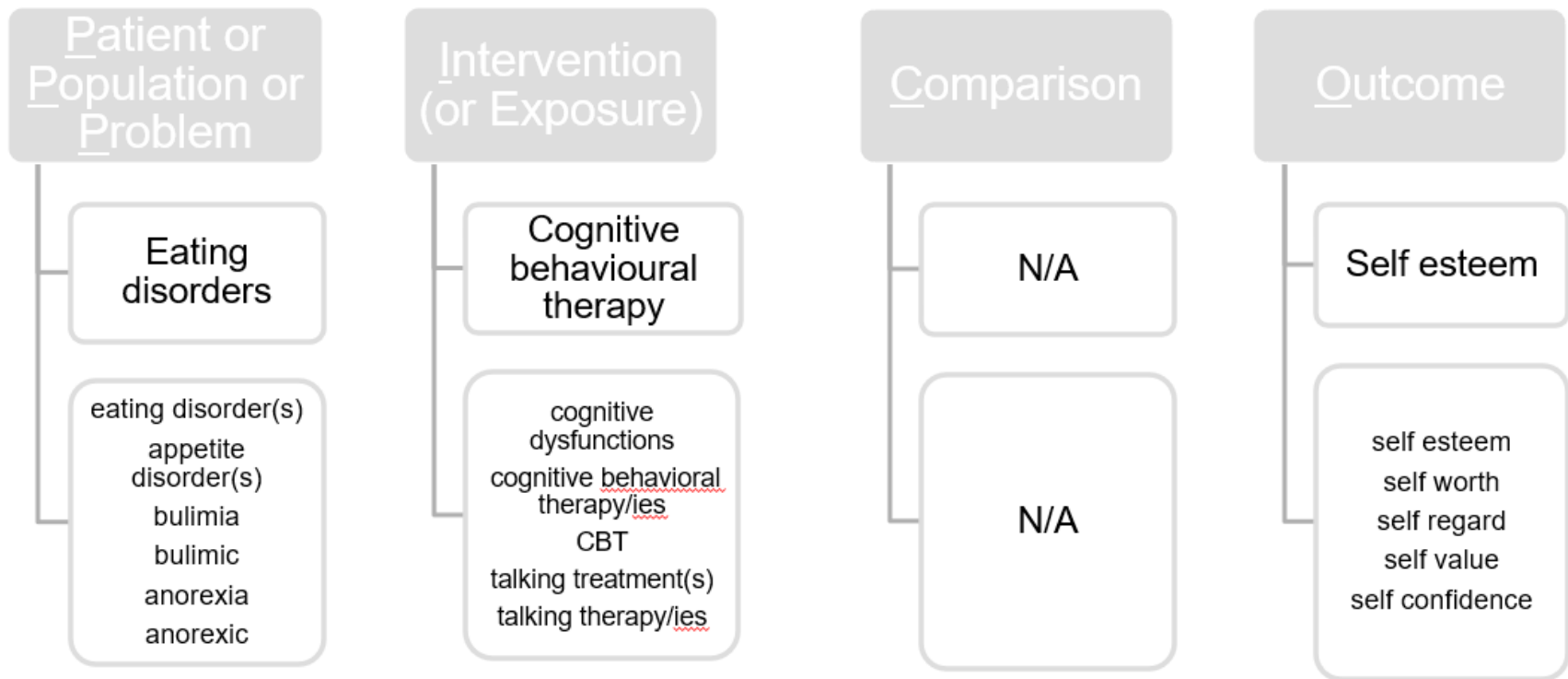


Step 2

Formulating the question: What does the RR answer?

Develop your concept map – e.g.:

Can cognitive behavioural therapy improve self esteem in patients with eating disorders?



Step 3

Defining inclusion/exclusion criteria

Pre-specification of criteria for including and excluding studies

EXAMPLE

Inclusion criteria

1. **Date:** published in the period 1980 to 2020 for meta-analyses and the period 2000 to 2020 for primary studies
2. **Language:** articles in English
3. **Type of studies:** quantitative, empirical studies.
4. **Study design:** controlled studies
5. **Measurement:** studies in which the effect of goal setting on task performance was quantitatively measured
6. **Outcome:** task performance
7. **Context:** studies related to workplace settings.

Step 3

Defining inclusion/exclusion criteria

Pre-specification of criteria for including and excluding studies

Exclusion criteria

1. Studies including goal setting as part of health-, lifestyle- or treatment-related interventions;
2. Studies focusing uniquely on students and the education context.

Step 3

Defining inclusion/exclusion criteria

The effectiveness of psychological interventions for reducing PTSD and psychological distress in first responders: A systematic review and meta-analysis

	Inclusion criteria	Exclusion criteria
Population	First responders who work at the sites of critical incidents including police officers, firefighters, search and rescue personnel, and emergency and paramedic teams. First responders with and without any pre-existing mental health diagnoses.	Other types of first responders, such as in-hospital health care workers (e.g., emergency room doctors and nurses) or military first responders (e.g., peacekeepers and soldiers)
Interventions	Individual or group psychological intervention that were delivered by registered clinicians (e.g., psychologists or psychiatrists) and non-clinicians (e.g., experienced police officers or supervisors).	Studies that used different types of interventions, such as physical or pharmacological interventions rather than psychological interventions were excluded
Control group	Any type of control group (e.g., no intervention, alternative intervention, or wait list) was included.	No control group
Outcome	PTSD symptoms as rated by an observer (e.g., doctor or researcher) using validated scales such as PTSD checklist or self-reported PTSD symptoms measured using validated scales such as, PTSD symptoms scale self-report PSS-SR. Secondary outcomes were stress, anxiety, depression, and burnout also measured via observer ratings or self-report, using validated scales (e.g., the Hospital Anxiety and Depression scales HADS, for anxiety and depression and the <u>Maslach</u> Burnout Inventory MBI, for burnout.	Other measures
Studies	Studies that used randomized controlled trial (RCTs) designs or controlled before-after designs (CBAs), as defined in the Cochrane handbook, were included.	Non-RCTs, open trials with a pre-post analysis. Published in other languages, reviews, posters, presentations, case reports, dissertations, letters.

Step 3

Defining inclusion/exclusion criteria

Inclusion/exclusion criteria (your review)

	Inclusion criteria	Exclusion criteria
Population		
Interventions		
Control group		
Outcome		
Context / Studies		

Step 4

Search strategy

Searching at least two different databases

EXAMPLE

The following four databases were used to identify studies: ABI/INFORM Global, Business Source Premier, PsycINFO and Web of Science. The following generic search filters were applied to all databases during the search:

1. Scholarly journals, peer-reviewed
2. Published in the period 1980 to 2016 for meta-analyses and the period 2000 to 2016 for primary studies
3. Articles in English

A search was conducted using combinations of different search terms, such as 'goal setting', 'goal attainment', 'goal pursuit' and 'performance'. In addition, the references listed in the studies retrieved were screened in order to identify additional articles for possible inclusion in the REA. We conducted 8 different search queries and screened the titles and abstracts of more than 350 studies. An overview of all search terms and queries is provided in Annex I.

Step 4

Search strategy

Searching at least two different databases

- [Medline](#) ↗ (biomedicine)
- [Web of Science](#) ↗ (all subject areas, including sciences and social sciences)
- [Scopus](#) ↗ (all subject areas, particularly sciences and social sciences)
- [EMBASE](#) ↗ (pharmacology, public health)
- [CINAHL Plus](#) ↗ (Nursing and Allied health)
- [PsycINFO](#) ↗ (psychology)
- [HMIC](#) ↗ (health services management, grey literature)
- [Cochrane](#) ↗ (Systematic reviews)
- [Applied Social Sciences Index and Abstracts](#) ↗ (ASSIA)
- [Sociological Abstracts](#) ↗
- [Social Services Abstracts](#) ↗

Step 4

Search strategy – search terms

Your basic search

P = eating disorder(s) OR appetite disorder(s) OR bulimia OR bulimic OR
anorexia OR anorexic

AND

I = cognitive behavioural therapy/ies OR talkative therapy OR acceptance and
commitment therapy OR mindfulness-based intervention

AND

C = \

AND

O = self esteem OR self worth OR self regard OR self value OR self confidence

Step 4

Search strategy - Documentation of the search

ABI/Inform Global, Business Source Premier, PsycINFO, peer reviewed, scholarly journals, July 2014			
Search terms	ABI	BSP	PSY
S1: ti("virtual team*") OR ti("virtual work*") OR ab("virtual team*") OR ab("virtual work*")	57	38	59
S2: ti("telework*") OR ab("telework*") OR ti("telecommut*") OR ab("telecommut*")	98	87	120
S3: ti("mobile team*") OR ti("mobile work*") OR ab("mobile team*") OR ab("mobile work*")	52	48	62
S4: ti("remote team*") OR ti("remote work*") OR ab("remote team*") OR ab("remote work*")	12	52	14
S5: ti("distributed team*") OR ti("distributed work*") OR ab("distributed team*") OR ab("distributed work*")	42	34	73
S6: S1 – S5	153	167	210
S7: S6 AND ab(experiment* OR laboratory OR "field study" controlled OR "control group" OR "comparison group" OR "control variable" OR quasi OR longitudinal OR randomized	68	34	42
Duplicates removed	48		

Step 4

Search strategy - Documentation of the search

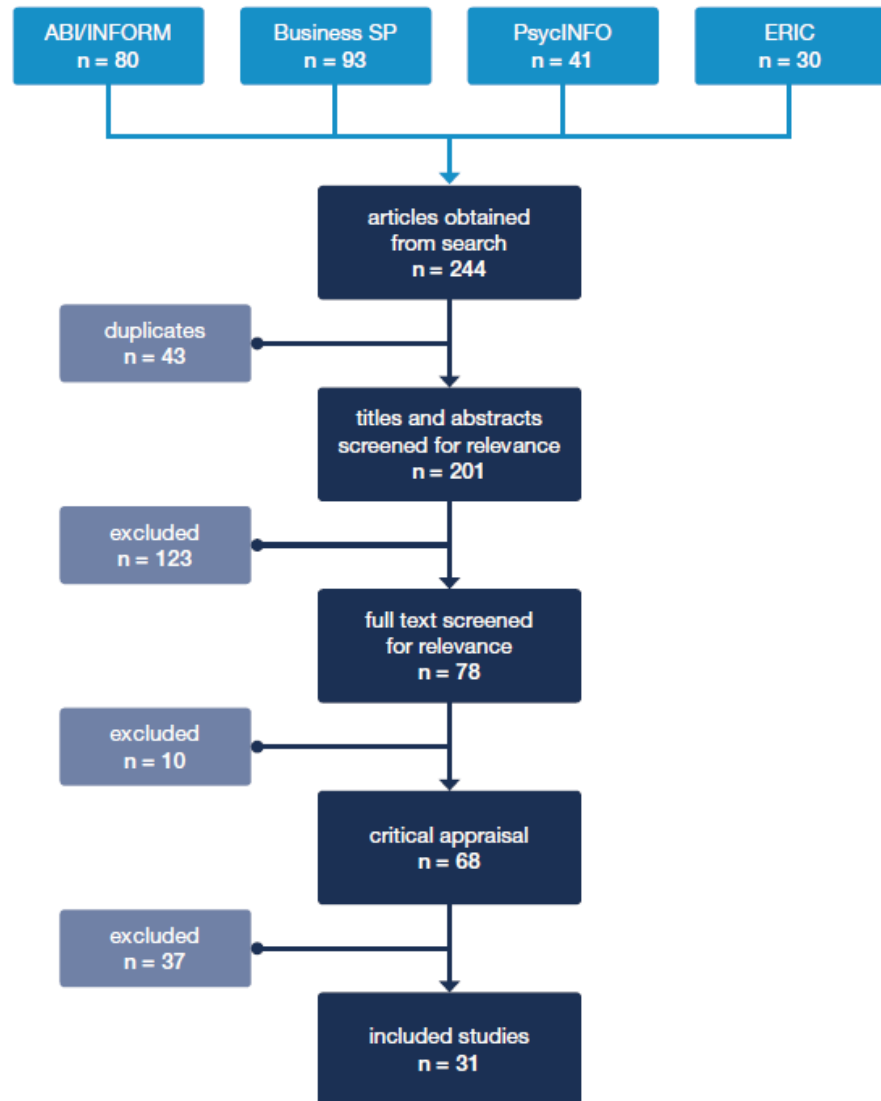
Search activity

My research question:				
Places to search for information:				
List of sources searched:	Date of search	Search strategy used, including any limits	Total number of results found	Comments

Step 5

Study selection / screening by reviewers

- Review of abstracts
- Review of full studies
- Documenting / flow chart



Step 6

Data extraction

- Clearly structured table formatting
- Recording key information relevant to research question

Author & year	Sector / Population	Design + sample size	Main findings	Effect size	Limitations	Level
Abraham & Graham-Rowe (2009)	Systematic review; 2/3 RCT; 1/3 quasi-experimental	Worksite; 8 studies; N = 624 employees	Worksite physical activity interventions which include specific goal setting, goal reviews (i.e. follow-up) and graded tasks have a small, positive impact on fitness-related outcomes	small, positive, $d = .33$ if specific goal-setting; $d = .37$ if inclusion of goal review; $d = .44$ if inclusion of graded tasks	Limited relevance to the review question	AA
Bandura & Locke (2003)	General population	Traditional literature review	Discusses the importance of self-efficacy for understanding, predicting and changing people's performance or goal attainment. Self-efficacy is stated to be related (based on meta-analytical findings from previous studies), among others, to more proactive (self-set) goal-setting, challenging goals, and faster goal attainment, as well as effort and performance.	No effect sizes provided	No systematic search, no information regarding design of included studies	D
Brown, 2005	Canadian government employees in a training program	Randomized controlled trial, N=74, field setting	Both participants who were urged to do their best and those who set proximal (shorter-term) as well as distal (= longer-term) goals had increased transfer of training (= maintenance of learned material over time and generalization of learned material from the classroom to the workplace context) relative to those who set only distal outcome goals. There was no significant difference in the transfer level of participants urged to do their best and those who set proximal plus distal goals. In addition, there was no difference between the experimental conditions	$\text{Eta}^2 = 0.11$	Short time frame between training and measurement (six weeks)	A

Step 7

Critical appraisal

- Evaluating the quality of evidence

Design	Level
Systematic review or meta-analysis of randomized controlled studies	AA
Systematic review or meta-analysis of non-randomized controlled and/or before-after studies	A
Randomized controlled study	
Systematic review or meta-analysis of controlled studies without a pretest or uncontrolled study with a pretest	B
Non-randomized controlled before-after study	
Interrupted time series	
Systematic review or meta-analysis of cross-sectional studies	C
Controlled study without a pretest or uncontrolled study with a pretest	
Cross-sectional study (survey)	D
Case studies, case reports, traditional literature reviews, theoretical papers	E

Step 7

Critical appraisal

- Evaluating the effect sizes (Cohen, 1988)

Effect size	Small	Medium	Large
Standardized mean difference: d , Δ , g	$\leq .20$	.50	$\geq .80$
Correlation: r , ρ	$\leq .10$	.30	$\geq .50$
Correlation: r^2	$\leq .01$	.09	$\geq .25$
ANOVA: η^2 , ω^2	$\leq .01$	.06	$\geq .14$
Chi-square: ω^2	$\leq .10$	.30	$\geq .50$
Simple regression: β	$\leq .10$	.30	$\geq .50$
Multiple regression: β	$\leq .20$	.50	$\geq .80$
Multiple regression: R^2	$\leq .02$	.13	$\geq .26$

Step 8

Results

- Step 8.1 **Definition**: What is meant by X?
- Step 8.2 **Causal mechanisms**: How is X assumed to have an effect on Y?
- Step 8.3 **Main findings**
- Step 8.4 **Moderator and mediator effects**

Moderator: a variable that affects the direction and/or strength of the relation between an independent or predictor variable (e.g. goal setting) and an outcome variable (e.g. work performance). Put differently, moderators indicate when or under what conditions a particular effect can be expected.

Mediator: a variable that specifies how or why a particular effect or relationship occurs.

Step 9

Synthesis: What does it all mean?

Describe the volume and characteristics of the overall evidence base:

- Research designs, variables studied, outcomes measured, details of context
- Note on the consistency and convergence of evidence: consistent, contested or mixed evidence?

Describe what the evidence indicates

... Although goal-setting can be regarded as one of the most effective organizational interventions, this REA also demonstrates that goal-setting should not be used as a one-size-fits-all, over-the-counter treatment to boost performance, as there are several moderators that affect the outcome. For example, when employees must first acquire knowledge or skills to perform a task, or when the task involved is complex, then specific and challenging goals can have a negative effect on performance. In those situations, behavioral goals and learning goals are more effective, as outcome goals only result in increased performance once people have mastered the task. Furthermore, this REA indicates that the effect of goal-setting varies across workers' ability levels, implying that 'ability-based' goals will be more effective than a 'one-goal-for-all' approach, where everyone is assigned the same performance target...

Structuring your arguments – varying level of detail

Long shots – medium shots – close-ups

- Background material can be considered in a broad overview
- Studies with most direct relevance need to be carefully and critically examined in more detail
- Clear, explicit links to current study – never assume that the reader will see the point you are making



Changing gears metaphor / „řazení rychlostí“

A lower gear („jedete na jedničku“)

- Paraphrasing, restating
- Summarizing
- Describing studies



Going up a gear („vyšší rychlost“)

- Interpreting studies in context of other work
- Connecting with other studies / literature
- Contrasting with other studies / literature

Changing gears metaphor / „řazení rychlostí“

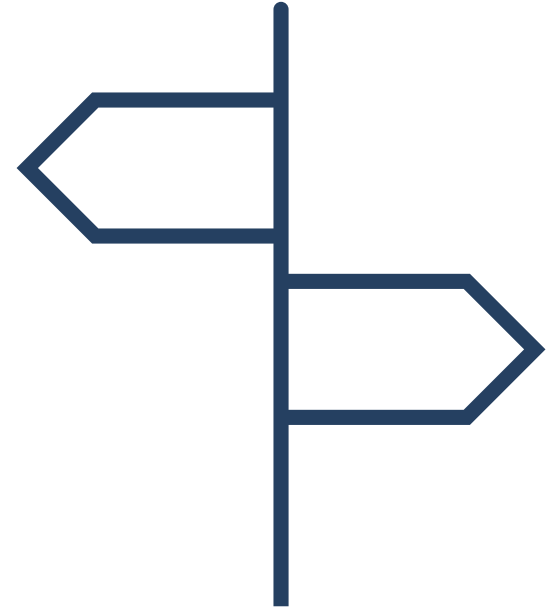
Top gear („nejvyšší rychlost“)

- Synthesizing / pulling together and categorizing / grouping
- Identifying trends
- **Critically evaluating strengths and limitations of each study / category of studies**
 - Identifying what is new, different, or controversial?
 - Is anything lacking, inconclusive, or contradictory?
 - Focus on theory and methodology
- Developing own argument, taking a position
- Building case for own study – how does it build on and adds to existing work

Writing style

Bem (2003):

- Primary criteria for good scientific writing are accuracy and clarity
- Style and flair comes after that
- Clear, short sentences
- Aim to communicate complicated ideas in a simple, engaging fashion
- Find a model and mimic their style
- Consistent use of terminology



- Signposting
- Meaningful headings

Step 10

Conclusion

Concise statement of the main findings

Goal-setting is one of the most powerful and evidence-based interventions for enhancing performance, provided that moderating factors such as goal attribute, type of task, organizational context and employee characteristics are carefully taken into account.

Step 11

Limitations

EXAMPLE

To provide a 'rapid' review, concessions were made in the breadth and depth of the search process. As a consequence, some relevant studies may have been missed.

A second limitation concerns the critical appraisal of the studies included: this REA did not incorporate a comprehensive review of the psychometric properties of the tests, scales and questionnaires used.

A third limitation concerns the fact that the evidence on several moderators is often based on a limited number (sometimes only one) of studies. Although most of these studies were well controlled or even randomized, no single study can be considered to be strong evidence – it is merely indicative.

Finally, this REA focused only on high-quality studies, i.e. studies with a control group and/or a before- and after-measurement. For this reason, usually a large number cross-sectional studies are excluded. As a consequence, new, promising findings that are relevant for practice may have been missed.

Given these limitations, care must be taken not to present the findings presented in this REA as conclusive.

Step 12

Implications of the findings for practice

This REA demonstrates that Emotional Intelligence (EI) is not a radical new construct that will redefine leadership. Even though EI has (some) positive effects, these effects can also be explained by the overlap with other psychological constructs. In addition, the claims made by well-known consultancy firms such as Hay Group that “EI can make the difference between a highly effective and an average professional contributor” is not supported by the outcome of this REA. For this reason, we advise against investing in training courses that claim to develop our executives’ EI.

Example report

- Statement of the rationale for the RR
- „business case“ = explanation of why is this question important
- Example report: Barends, E., Rousseau, D., Cioca, I. and Wrietak, E. (2023) High-performing teams: An evidence review. Scientific Summary. London: Chartered Institute of Personnel and Development.
- available at cipd.org/en/knowledge/evidence-reviews/high-performing-teams

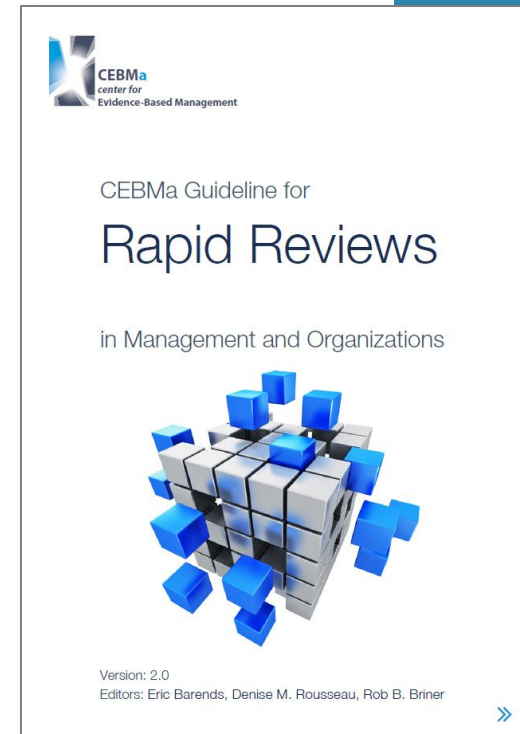


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Děkuji za pozornost

Bc. Lucie Zernerová MSc, PhD

Lucie.zernerova@ff.cuni.cz

Konzultační hodiny: po domluvě, úterý 12:30 – 14:00

Celetná 153c / online