

“It has tentacles into every single aspect of me” A Qualitative Evidence Synthesis of the Lived Experiences and Perceptions of ADHD Youth.

European Child & Adolescent Psychiatry

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The eMERGe meta-ethnography reporting guidance

France EF, Cunningham M, Ring N, Uny I, Duncan EA, Jepson RG, Maxwell M, Roberts RJ, Turley RL, Booth A, Britten N. Improving reporting of meta-ethnography: the eMERGe reporting guidance. BMC Medical Research Methodology. 2019 Jan 31;19(1):25.

No.	Criteria Headings	Reporting Criteria
Phase 1—Selecting meta-ethnography and getting started		
<i>Introduction</i>		
1	Rationale and context for the meta-ethnography	Describe the gap in research or knowledge to be filled by the meta-ethnography, and the wider context of the meta-ethnography Page 3 - 4
2	Aim(s) of the meta-ethnography	Describe the meta-ethnography aim(s) Page 4
3	Focus of the meta-ethnography	Describe the meta-ethnography review question(s) (or objectives) Page 4
4	Rationale for using meta-ethnography	Explain why meta-ethnography was considered the most appropriate qualitative synthesis methodology Page 4
Phase 2—Deciding what is relevant		
<i>Methods</i>		

5	Search strategy	Describe the rationale for the literature search strategy Page 4 - 5
6	Search processes	Describe how the literature searching was carried out and by whom Page 4 - 5
7	Selecting primary studies	Describe the process of study screening and selection, and who was involved Page 5 - 6
<i>Findings</i>		
8	Outcome of study selection	Describe the results of study searches and screening Page 7
Phase 3—Reading included studies		
<i>Methods</i>		
9	Reading and data extraction approach	Describe the reading and data extraction method and processes Page 6
<i>Findings</i>		
10	Presenting characteristics of included studies	Describe characteristics of the included studies Page 7
Phase 4—Determining how studies are related		
<i>Methods</i>		
11	Process for determining how studies are related	Describe the methods and processes for determining how the included studies are related: - Which aspects of studies were compared AND - How the studies were compared Page 6
<i>Findings</i>		
12	Outcome of relating studies	Describe how studies relate to each other Page 8 - 13

Phase 5—Translating studies into one another

Methods

13	Process of translating studies	Describe the methods of translation: - Describe steps taken to preserve the context and meaning of the relationships between concepts within and across studies- Describe how the reciprocal and refutational translations were conducted- Describe how potential alternative interpretations or explanations were considered in the translations Page 6
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Findings

14	Outcome of translation	Describe the interpretive findings of the translation. Page 8 - 13
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Phase 6—Synthesizing translations

Methods

15	Synthesis process	Describe the methods used to develop overarching concepts (“synthesised translations”)Describe how potential alternative interpretations or explanations were considered in the synthesis Page 6
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Findings

16	Outcome of synthesis process	Describe the new theory, conceptual framework, model, configuration, or interpretation of data developed from the synthesis Page 13 - 16
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Phase 7—Expressing the synthesis

Discussion

17	Summary of findings	Summarize the main interpretive findings of the translation and synthesis and compare them to existing literature Page 13 - 16
18	Strengths, limitations, and reflexivity	Reflect on and describe the strengths and limitations of the synthesis: - Methodological aspects—for example, describe how the synthesis findings were influenced by the nature of the included studies and how the meta-ethnography was conducted.- Reflexivity—for example, the impact of the research team on the synthesis findings Page 4 & 16

19	Recommendations and conclusions	Describe the implications of the synthesis Page 16
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