

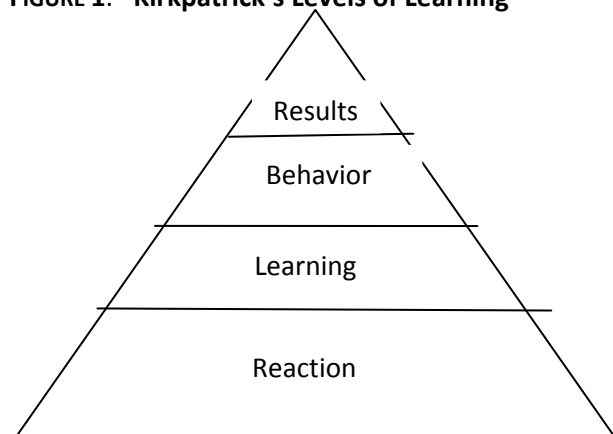
TABLE 1. Modified Newcastle-Ottawa Scale – for quantitative studies

Category		1 Point Each	Max. Score
Representativeness		Intervention group “truly” or “somewhat” representative of average learner in this community	1
Selection		Comparison group drawn from same community as the exposed cohort	1
Comparability	a) Non-randomized 2-cohort studies	Controlled for baseline learning outcome (e.g., baseline pretest scores)	2
		Controlled any other baseline characteristic	
	b) Randomized studies	Randomized	
		Allocation concealed	
Blinding		Blinded outcome assessment*	1
Follow-up		Subjects lost to follow-up* unlikely to introduce bias: small no. lost (75% or greater follow-up) or description provided for those lost	1
Maximum Total Score			6

* Blinding and completeness of follow-up are reported as Yes if this was true for *any* reported outcome.

Modified from supplementary content http://jama.ama-assn.org/content/suppl/2008/09/05/300.10.1181.DC1/jama0910_JWE80022.pdf & and Wells GA, Shea B, O’Connell D et al. The Newcastle–Ottawa Scale (NOS) for assessing the quality of non-randomised studies in meta-analyses. http://www.ohri.ca/programs/clinical_epidemiology/oxford.asp

FIGURE 1. Kirkpatrick’s Levels of Learning



4. Results = Change in patients or the system/organizations practices
3. Behaviors = Change in behaviors or practice
2. Learning = Change in attitudes, knowledge, or skills
1. Reaction = Learner reaction and satisfaction

Adapted from BEME Guide No 8. A systematic review of faculty development initiatives designed to improve teaching effectiveness in medical education. Steinert et al. <http://www2.warwick.ac.uk/fac/med/beme/reviews/published/steinert/>