

Article

STORIES Statement: publication standards for healthcare education evidence synthesis

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Checklist item		Page/section and comments
Title		
1	Use a title that includes a description of the aims of the piece (educational effectiveness, descriptive, etc) and method of evidence synthesis (e.g. realist, meta-ethnographic, etc)	
Abstract		
2	Provide a structured summary	
Introduction		
3	Describe the rationale for the review in the context of what is already known	
4	Provide a statement of the questions being addressed by the study	
5	State why this method of evidence synthesis was selected within the context of the questions being asked	
Methods		
6	State and provide a rationale for how the searching was done	
7	Provide details on all the sources of information and dates searched	
8	Electronic databases - provide full search terms for at least one database, with details of deviations in subsequent searches	
9	Describe the process of data extraction and any process of contacting authors for confirmation of / or more data	
10	Explain the method for judging inclusion / exclusion	
11	If quality appraisal tools are used, please describe and justify their choice	
12	Describe qualitative methods for synthesising primary evidence (where appropriate) and the goal of these methods, such as thematic analysis; meta-ethnography, and realist synthesis	

13	Describe quantitative methods for synthesising primary evidence (where appropriate), such as meta-analysis and how issues of heterogeneity will be considered	
Results		
14	Give a flow diagram summarising study selection	
15	If individuals familiar with the relevant literature and/or topic area were contacted, provide a summary of the contact and information obtained	
16	Provide summarised details of included works, considering elements such as methodology, key results and conclusions	
17	Describe methods of quality assessment of education reported, including all parameters considered (e.g. Details of study theoretical underpinning, pedagogical strategies and details of teaching activities to allow replication or dissemination)	
18	Describe quality assessment of the research methods of included studies	
19	Present the results of qualitative and/or quantitative evidence synthesis	
Discussion		
20	Present the main findings in light of the review objectives	
21	Discuss strengths and limitations of the review and its findings, commenting on the strength of the evidence	
22	Discuss how the findings of the evidence synthesis impact future primary research	
23	Describe possible implications of the findings for educators	
Other		
24	Provide details of funding	
25	Describe the skills and expertise of the review team and acknowledge any outside help	

Key reference works

- Bearman, M. and Dawson, P. Qualitative synthesis and systematic review in health professions education. *Medical Education*, 2013; 47: 252–260.
- Greenhalgh T, Peacock R. Effectiveness and efficiency of search methods in systematic reviews of complex evidence: audit of primary sources. *BMJ* 2005;331:1064–5
- Hammick M, Dornan T, Steinert Y. Conducting a best evidence systematic review. Part 1: From idea to data coding. BEME Guide No. 13. *Medical Teacher*, 2010; 32:3-15

Other supporting reference works

- Boland A, Cherry MG, Dickson R. *Doing a systematic review: a student's guide*. Sage, 2013.
- Booth A, Papioannou D ,Sutton A. *Systematic Approaches to a Successful Literature Review*. Sage, 2012.
- Brown PA, Harniss MK, Schomer KG, Feinberg M, Cullen NK, Johnson KL. Conducting systematic evidence reviews: core concepts and lessons learned. *Arch Phys Med Rehabil* 2012; 93:S177-84.
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- Cook DA. Narrowing the focus and broadening horizons: complementary roles for systematic and nonsystematic reviews. *Adv Health Sci Educ Theory Pract*. 2008 Nov;13(4):391-5.
- Crowther MA, Cook DJ. Trials and Tribulations of Systematic Reviews and Meta-Analyses. *Hematology* 2007; 493-7.
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- Wells G, Shea B, O’connell J, Robertson J, Peterson J, Welch V, et al. The Newcastle-Ottawa Scale (NOS) for assessing the quality of nonrandomised studies in meta-analysis. 3rd Symposium on Systematic Reviews: Beyond the Basics, July 3–5; Oxford; 2000.
- Wong G, Greenhalgh T, Westhorp G, Pawson R. Realist methods in medical education research: what are they and what can they contribute? *Medical Education*. 2012; 46:89–96.