

## Central Lancashire Online Knowledge (CLoK)

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*Table 2: Origin of included studies*

Origin	Level of medical education				Total
	UME	GME	CME	Mixed	
<b>United States</b>	26	22	8	3	<b>59 (46.5%)</b>
<b>Canada</b>	0	0	4	1	<b>5 (3.9%)</b>
<b>South America</b>	0	3	1	0	<b>4 (3.1%)</b>
<b>Europe</b>	8	7	4	1	<b>20 (15.7%)</b>
<b>Middle East</b>	6	2	1	2	<b>11 (8.7%)</b>
<b>Africa</b>	0	0	0	1	<b>1 (0.8%)</b>
<b>Asia</b>	9	5	3	3	<b>20 (15.8%)</b>
<b>Oceania</b>	2	0	0	0	<b>2 (1.6%)</b>
<b>International</b>	0	2	1	2	<b>5 (3.9%)</b>
<b>Totals:</b>	<b>51 (40.2%)</b>	<b>41 (32.3%)</b>	<b>22 (17.3%)</b>	<b>13 (10.2%)</b>	<b>127 (100%)</b>

UME = undergraduate medical education, GME = graduate medical education, CME = continuing medical education, Mixed = some combination of UME, GME, CME

*Table 3: Institutional Setting*

Who is responsible for educational delivery?	Level of medical education				
	UME	GME	CME	Mixed	Total
University	31	2	1	1	35 (27.5%)
Academic Hospital	19	32	15	9	75 (59.1%)
Collaboration	1	3	4	2	10 (7.9%)
Other (e.g. national organization)	0	4	2	1	7 (5.5%)
<b>Totals:</b>	<b>51</b> <b>(40.2%)</b>	<b>41</b> <b>(32.3%)</b>	<b>22</b> <b>(17.3%)</b>	<b>13</b> <b>(10.2%)</b>	<b>127</b> <b>(100%)</b>

UME = undergraduate medical education, GME = graduate medical education, CME = continuing medical education, Mixed = some combination of UME, GME, CME

*Table 4: Discipline or medical specialty*

<b>Specialty</b>	<b>UME</b>	<b>GME</b>	<b>CME</b>	<b>Mixed</b>	<b>Total</b>
<b>Anatomy</b>	3	0	0	0	3
<b>Anesthesiology</b>	0	1	3	1	5
<b>Emergency Medicine</b>	1	3	2	2	8
<b>Family Medicine</b>	0	1	1	0	2
<b>Internal Medicine</b>	3	2	0	0	5
<b>Medicine subspecialties</b>	0	2	0	0	2
<b>Neurology &amp; Neuropsychology</b>	1	0	0	1	2
<b>Obstetrics and Gynecology</b>	2	0	0	0	2
<b>Pathology</b>	3	3	0	0	6
<b>Pediatrics</b>	3	3	3	1	10
<b>Radiology &amp; Subspecialties</b>	3	6	0	0	9
<b>Surgery (General)</b>	3	6	0	1	10
<b>Surgical Subspecialties</b>	5	8	1	3	17
<b>Multi-professional or multi-disciplinary</b>	3	5	10	4	22
<b>Not described or not applicable</b>	21	1	2	0	24
<b>Total</b>					127

*Table 5: Focus of development*

<b>Focus</b>	<b>UME</b>	<b>GME</b>	<b>CME</b>	<b>Mixed</b>	<b>Total</b>
<b>Pivot to online learning (synchronous, asynchronous)</b>	31	20	2	5	58 (45.7%)
<b>Simulation (training for treating patients with COVID-19)</b>	0	4	14	6	24 (18.9%)
<b>Assessment</b>	8	3	0	0	11 (8.7%)
<b>Other or multiple areas of focus</b>	2	5	1	1	9 (7.1%)
<b>Well-being / mental health / learner support</b>	3	1	3	1	8 (6.3%)
<b>Telehealth</b>	4	1	0	0	5 (3.9%)
<b>Clinical service reconfiguration or early graduation to support the response to COVID-19</b>	2	2	0	0	4 (3.1%)
<b>Interviews (admission to medical school, selection to residency)</b>	0	4	0	0	4 (3.1%)
<b>Service provision</b>	1	1	0	0	2 (1.6%)
<b>Faculty or professional development</b>	0	0	2	0	2 (1.6%)
<b>Total</b>	<b>51</b>	<b>41</b>	<b>22</b>	<b>13</b>	<b>127 (100%)</b>

**Table 6: Kirkpatrick's or other outcomes**

	<b>Number of Studies</b>
<b>Kirkpatrick Level 1:</b> Reaction or Satisfaction	98
<b>Kirkpatrick Level 2a:</b> Change in Attitudes	26
<b>Kirkpatrick Level 2b:</b> Change in Knowledge or Skills	47
<b>Kirkpatrick Level 3:</b> Change in Behavior	2
<b>Kirkpatrick Level 4a:</b> Change in Organizational Practice	6
<b>Kirkpatrick Level 4b:</b> Change in Clinical Outcomes	1
<b>Kirkpatrick Not described</b>	8
<b>Other Outcomes</b> (e.g., quality improvement, policy change, etc.)	30

Note: several studies addressed multiple Kirkpatrick levels or had multiple outcomes