Quality of evidence - GRADE summary of findings: alternative ‘stepwise’ skills training approaches vs. ‘Peyton-4-step’ approach

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| --- | --- | --- | --- | --- | --- | --- |
| **Assessment of Quality** | | | | | | |
| **Studies** | **Risk of Bias** | **Inconsistency** | **Indirectness** | **Imprecision** | **Other** | **Overall Quality of Evidence** |
| **Skill performance after 3 or more months** | | | | | | |
| 5 studies**a** | 1 ‘low’  2 ‘some concerns’  2 ‘serious’ | Serious | Serious | Serious | None | **Very low quality** |
| **Skill performance at end of course’ up to 2 months** | | | | | | |
| 13 studies**b** | ‘Low’ to  ‘serious’ | Serious | Serious | Serious | None | **Very low quality** |
| **Participants’ confidence to perform the skill on patients** | | | | | | |
| 5 studies **c** | ‘Some concerns’ to ‘serious’ | Serious | Serious | Serious | None | **Very low quality** |
| **Participants’ preference of teaching method** | | | | | | |
| 3 studies d | ‘serious’ | Serious | Serious | Serious | None | **Very low quality** |

a Bomholt 2019 1394972, Münster 2016 Doc60, Nourkami-Tutdibi 2020 1570, Sopka 2012 37, Herrmann-

Werner 2013 e76354

**b**Archer 2015 54, Bjornshave 2018 18, Frangez 2017 61, Greif 2010 1692, Jenko 2012 486, Krautter 2011

244, Lapucci 2018 37, Nourkami-Tutdibi 2020 1570, Orde 2010 1687, Schauwinhold 2022 825823,

Schwerdtfeger 2014 104, Sopka 2012 37, Zamani 2020 126

**c** Archer 2015 54, Bomholt 2019 1394972, Jenko 2012 486, Schauwinhold 2022 825823, Sopka 2012 37

**d** Archer 2015 54, Bjornshave 2018 18, Zamani 2020 126