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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Characteristics of Excluded AND Ongoing Studies | | | | | | | |  |
| **Trial *(First Author, Year, Country)*** | ***Sample Size (n)*** | **Participants** | **Design** | **Clinical Topic** | **Intervention** | | **Outcomes Assessed** |  |
| **Experimental** | **Control** | **Reason for exclusion** |
| **Excluded Studies** |  |  |  |  |  |  |  |  |
| Ali, 2004, Australia | **73** | MS | RCT | ATLS | TEAM Programme | No teaching | MCQ, EQ | Not Simulation |
| Benharash, 2012, USA | **24** | MS, PG, NS† | RCT | Haemodynamics | SBCS | Lecture | Written exam | Data unavailable for Medical Student sub-group |
| Castelao, 2011, Germany | **176** | MS | RCT | ALS | CRM+LFS | LFS | TMV, NFT | Inappropriate intervention[a] |
| Domuracki, 2009, Australia | **101** | MS, RN, NS† | RCT | Cricoid Pressure | Feedback+LFS | LFS | Cricoid Pressure | Inappropriate intervention[b] |
| Ewy, 1987, USA | **208** | MS | CT | Cardiology | CPS | Bedside teaching | Skills Checklist | Inappropriate speciality |
| Keital, 2011, German | **34** | MS | RCT | Stress response | HFS | Lab Stress, Rest | Stress Response | Inappropriate intervention[c] |
| Littlewood, 2013, USA | **85** | MS | Cohort | CCM | HFS | CBD | Oral Exam | Not RCT |
| Perkins, 2012, United Kingdom | **3732** | MS, PG, NS, RN, PM | RCT | ALS | e-ALS | Lecture & Workshop | Skills Checklist, MCQ | Not Simulation |
| Rezmer, 2011, USA | **191** | MS | RCT | ALS | HFS | HFS | Skills Checklist | Inappropriate intervention[b] |
| Spooner, 2007, United Kingdom | **98** | MS, NS, DS, BMedSci† | RCT | BLS | LFS | VAM | Skills Checklist | Data unavailable for Medical Student sub-group |
| Wang, 2008, China | **42** | MS | RCT | BLS | HFS | LFS+PBL | Skills Checklist, EQ | Non-English‡ |
| Weller, 2004, New Zealand | **71** | MS | Cohort | EM | HFS | NA | Skills Checklist, EQ | Not RCT |
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| **On-going Studies** |  | |  |  |  | |  |  |
| Adel Bassily-Marcus, USA | 154 third year medical students | | Parallel RCT | Critical Care Medicine | Simulator based teaching Vs. Lecture | | Knowledge at 1 year | On-going |
|  | **Comments:** Manuscript currently being prepared, abstract published: Bassily-Marcus, A., et al., *Knowledge retention among medical students after simulation-based vs traditional critical care teaching.* Chest. Conference: CHEST, 2010. **138**(4). | | | | | | |  |
|  | **Contact Information:** adel.bassily-marcus@mountsinai.org | | | | | | |  |
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| Danielle Laufer, USA | *56 second year medical students* | | Parallel RCT | Haemodynamics, Physiology and Pharmacology | High Fidelity Simulation | | Simulation Performance Checklists | On-going |
|  | **Comments:** On-going data synthesis on unpublished trial, no further information available  **Contact Information**: PFrank@mednet.ucla.edu | | | | | | |  |
| **†**= Data unavailable for subgroups, ‡ = Study otherwise meets inclusion criteria on full text screening by single reviewer  ***Participants:* MS** = Medical Students, **PG** = Post-graduate resident physicians, **NS** = Nursing Students, **RN** = Nurses, **PM** = Paramedic, **DS** = Dentistry Students, **BMedSci** = Biomedical Scientists  ***Design:*** **RCT** = Randomised Control Trial, **CT** = Controlled Trial  ***Clinical Topic:* ATLS** = Advances Trauma Life Support, **ALS** = Advanced Life Support, **CCM** = Critical Care Medicine, **BLS** = Basic Life Support, **EM** = Emergency Medicine ***Interventions:*** **HFS** = High Fidelity Simulation, **LFS** = Low Fidelity Simulation, **CRM** = Crew Resource Management, **VAM** = Voice Advisory Mannequin; **SBCS** = Screen Based Simulation, **PBL** = Problem Based Learning, **CBD** = Case Based Discussion, **e-ALS** = combination of e-lectures and interactive workshops, **CPS** = Cardiology Patient Simulator ***Outcome Measures:*** **MCQ** = Multiple Choice Questions, **EQ** = Evaluative Questionnaire, **TMV** = Team member verbalisations, **NFT** = Non-flow time  **Reasons for inappropriate interventions:** [a] The intervention did not involve simulation. [b] The intervention was based on group size, not type of simulation. [c] Simulation was being used to trigger stress, rather than as teaching method. No educational outcome measures collected. | | | | | | | | |