

Submitter

Treatment group	Methods (controls, group, etc.)	Measure DV on X (Date/Year/Qualifiers/Intensity/Setting/Left report)	Confounders
1001	<p>We use daily country level data on the extent of different government COVID-19 interventions [16]. To justify a causal interpretation, we exploit time variation in country level COVID-19 responses, thus comparing each country to itself over time. We find that as a country imposes more stringent restrictions public life, these changes (1) lower respondents' perception of an insufficient reaction by the state ($\beta < -0.001$) and the government ($\beta < -0.001$), (2) increase trust that government keeps people safe ($\beta < -0.01$), and (3) lower the depression index ($\beta < -0.001$). CARET DV: government trust. In my opinion, these should be a general feature in my country (with the exception of grocery shopping, necessary family trips, and the commute to work) because of the coronavirus right now</p>	<p>In my opinion, there should be a general feature in my country (with the exception of grocery shopping, necessary family trips, and the commute to work) because of the coronavirus right now. How many of 100 people in your country do you think believe there should be a general feature in your country (with the exception of grocery shopping, necessary family trips, and the commute to work) because of the coronavirus right now?</p>	<p>we weight observations to make them representative at the country level, based on respondent gender, age, income, and education. Depending on the focus of the analysis, we also weight according to country population, or give all</p>
1002		<p>participants read aloud description of the five behavior categories as listed below (the full text for each scenario and all other independent variables are provided in Appendix B). Following each scenario, participants rated (1) their endorsement of the response scenario (1 = not at all, 5 = a lot), (2) the relative perceived likelihood of each scenario (1 = lowest of the 5, 5 = highest of the 5), (3) how willing to comply with a scenario (1 = not willing, 5 = completely willing) with the relative likelihood</p>	
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1004	<p>Descriptive statistics are displayed in Table 1 and bivariate correlations are displayed in Table 2. Two path analyses were run to test the research hypotheses, one with situational intentions as the main outcome variable (see Figure 2), and the other with general trust as the main outcome variable (see Figure 3).</p>		<p>Not general of or your confounders is constrained in analysis.</p>
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Student ID

Tidspunkt år	Metode (kontrolle group, etc)	Measure DV on X (dem/health/growth/etc/intensity/growth/self report)	Confounders
2011			
2012	Using a random intercept cross lagged panel model (R-CLCPM, Hamaker et al., 2015) we estimated relationships between social contact, loneliness, and solitude at the between-person and within-person level.		
2013			

	A	B	C	D
1	Quality of evidence is a continuum; any discrete categorisation involves some degree of arbitrariness.			
2	While factors influencing the quality of evidence are additive – such that the reduction or increase in each individual factor is added together with the other factors to reduce or increase the quality of evidence for an outcome – grading the quality of evidence involves judgements which are not exclusive. Therefore, GRADE is not a quantitative system for grading the quality of evidence. Each			
3	factor for downgrading or upgrading reflects not discrete categories but a continuum within each category and among the categories. When the body of evidence is intermediate with respect to a particular factor, the decision about whether a study falls above or below the threshold for up- or downgrading the quality (by one or more factors) depends on judgment.			
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7	Table 5.1: Quality of Evidence Grades			
8	Grade	Definition		
9	High	We are very confident that the true effect lies close to that of the estimate of the effect.		
10	Moderate	We are moderately confident in the effect estimate: The true effect is likely to be close to the estimate of the effect, but there is a possibility that it is substantially different		
11	Low	Our confidence in the effect estimate is limited: The true effect may be substantially different from the estimate of the effect.		
12	Very Low	We have very little confidence in the effect estimate: The true effect is likely to be substantially different from the estimate of effect		
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15	Study Design			
16	Study design is critical to judgments about the quality of evidence.			
17	For recommendations regarding management strategies – as opposed to establishing prognosis or the accuracy of diagnostic tests –			
18	randomized trials provide, in general, far stronger evidence than observational studies, and rigorous observational studies provide stronger evidence than uncontrolled case series.			
19				
20	randomized trials without important limitations provide high quality evidence			
21	observational studies without special strengths or important limitations provide low quality evidence			
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23	Limitations or special strengths can, however, modify the quality of the evidence of both randomized trials and observational studies.			
24	Note:			
25	Non-randomised experimental trials (quasi-RCT) without important limitations also provide high quality evidence, but will automatically be downgraded for limitations in design (risk of bias) – such as lack of concealment of allocation and tie with a provider (e.g. chart number).			

	A	B	C	D
1	Quality of evidence is a continuum; any discrete categorisation involves some degree of			
26	<p>Case series and case reports are observational studies that investigate only patients exposed to the intervention. Source of control group results is implicit or unclear, thus, they will usually warrant downgrading from low to very low quality evidence.</p>			
27	<p>Expert opinion is not a category of quality of evidence. Expert opinion represents an interpretation of evidence in the context of experts' experiences and knowledge. Experts may have opinion about evidence that may be based on interpretation of studies ranging from uncontrolled case series (e.g. observations in expert's own practice) to randomized trials and systematic reviews known to the expert. It is important to describe what type of evidence (whether published or unpublished) is being used as the basis for interpretation.</p>			

	E	F	G	H
1	Table 5.2: Factors that can reduce the quality of the evidence			VOOR REVIEWS
2	Factor	Consequence	toelichting	5.1.2h
3	Limitations in study design or execution (risk of bias)	↓ 1 or 2 levels	zie linksonder Study Design en volgend tabblad voor Risk of Bias.	
4	Inconsistency of results	↓ 1 or 2 levels	Niet toegelichte heterogeniteit van resultaten (vooral bij syst reviews, als er veel verschillende bevindingen zijn, gemengd bewijs).	
5	Indirectness of evidence	↓ 1 or 2 levels	Bijvoorbeeld gemeten met een surrogaat maat (niet gedrag, maar intentie of zelfgerapporteerd gedrag) Of nt andere interventie (niet thuisblijven bij klachten maar thuisblijven in het algemeen).	
6	Imprecision	↓ 1 or 2 levels	Kleine steekproef of kleine hoeveelheid events, dus wijd confidence interval	
7	Publication bias	↓ 1 or 2 levels	Lastig te achterhalen, gaat erom in hoevrre er studies met negatieve of andere resultaten niet zijn gepubliceerd en dus niet zijn opgenomen. Vooral voor syst reviews relevante factor. Bij losse studies gaat het om reporting bias (zijn er resultaten weggelaten die wel relevant zijn, nulbevindingen bijv)	
8	Table 5.3: Factors that can increase the quality of the evidence			
9	Factor	Consequence		
10	Large magnitude of effect	↑ 1 or 2 levels	Als er een groot effect wordt gevonden. For simple regression β is like R. Thus I would use R rules of thumb... I use the following with my Psychology students: $\beta < 0.1$ - Small effect size $\beta \in [0.1; 0.5[$ - Medium effect size $\beta \geq 0.5$ - Large effect size. For multiple regression these rules are not that straightforward, but for Social Sciences they seem to hold (also following Cohen's d suggestions).	
11	All plausible confounding would reduce the demonstrated effect or increase the effect if no effect was observed	↑ 1 level	Is er gecontroleerd voor plausibele confounders?	
12	Dose-response gradient	↑ 1 level		
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	E	F	G	H
1	Table 5.2: Factors that can reduce the quality of the evidence			VOOR REVIEWS
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Q	P
5-1.2h	
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1. Were the criteria for inclusion in the sample clearly defined?	The authors should provide clear inclusion and exclusion criteria that they developed prior to recruitment of the study participants.
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2. Were the study subjects and the setting described in detail?	The study sample should be described in sufficient detail so that other researchers can determine if it is comparable to the population of interest to them. The authors should provide a clear description of the population from which the study participants were selected or recruited, including demographics, location, and time period.
3	
3. Was the exposure measured in a valid and reliable way?	The study should clearly describe the method of measurement of exposure. Assessing validity requires that a 'gold standard' is available to which the measure can be compared. The validity of exposure measurement usually relates to whether a current measure is appropriate or whether a measure of past exposure is needed. Reliability refers to the processes included in an epidemiological study to check repeatability of measurements of the exposures. These usually include intra-observer reliability and inter-observer reliability.
4	
4. Were objective, standard criteria used for measurement of the condition?	It is useful to determine if patients were included in the study based on either a specified diagnosis or definition. This is more likely to decrease the risk of bias. Characteristics are another useful approach to matching groups, and studies that did not use specified diagnostic methods or definitions should provide evidence on matching by key characteristics.
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5. Were confounding factors identified?	Typical confounders include baseline characteristics, prognostic factors, or concomitant exposures (e.g. smoking). A confounder is a difference between the comparison groups and it influences the direction of the study results. A high quality study at the level of cohort design will identify potential confounders and measure them (where possible). This is difficult for studies where behavioral, attitudinal or lifestyle factors may impact on the results.
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6. Were strategies to deal with confounding factors stated?	Strategies to deal with effects of confounding factors may be stated within the study design or in data analysis. By matching or stratifying sampling of participants, effects of confounding factors can be adjusted for. When dealing with adjustment in data analysis, assess the statistics used in the study. Most will be some form of multivariate regression analysis to account for the confounding factors measured.
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7. Were the outcomes measured in a valid and reliable way?	Importantly, determine if the measurement tools used were validated instruments as this has a significant impact on outcome assessment validity. Having established the objectivity of the outcome measurement (e.g. lung cancer) instrument, it's important to establish how the measurement was conducted. Were those involved in collecting data trained or educated in the use of the instruments? (e.g. radiographers). If there was more than one data collector, were they similar in terms of level of education, clinical or research experience, or level of responsibility in the piece of research being appraised?
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8. Was appropriate statistical analysis used?	As with any consideration of statistical analysis, consideration should be given to whether there was a more appropriate alternate statistical method that could have been used. The methods section should be detailed enough for reviewers to identify which analytical techniques were used (in particular, regression or stratification) and how specific confounders were measured. For studies utilizing regression analysis, it is useful to identify if the study identified which variables were included and how they related to the outcome. If stratification was the analytical approach used, were the strata of analysis defined by the specified variables? Additionally, it is also important to assess the appropriateness of the analytical strategy in terms of the assumptions associated with the approach as differing methods of analysis are based on differing assumptions about the data and how it will respond.
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