

Studien log

A	B	C	D	E	F	G	H	I	J	K	L	M
Toegevoegd door	Literatuur (titel, auteur, jaartal)	Type literatuur (review of paper, preprint of published)	Quality of evidence	QoE check	Toelichting QoE (Indirectness, inconsistency, indirectness, imprecision, effect size, right confounders, dose response)	Risk of bias (study limitations: design, inclusion and sample info, measurement, confounding, follow-up)	Toelichting bias	Type studie (zie werkblad hierna)	Land	Verplichting of advies	Steekproef (grootte, populatie)	Recruitment (opvallende in/excl cr., hoe gewonnen)

Studie log

N	O	P	D	R	S	T	U	V	W
Representatief? (is deze studie vergelijkbaar met NL situatie of populatie?)	Sleutelwoorden (gedrag: determinanten/omstandigheden/redenen/matte van naleving/verschillen/interventies)	Doel studie	Methode (controle groep, etc)	Measures DV en IV (item/schaal/gevalideerd/nt:entia/gedrag/self-report)	Confounders	Belangrijkste bevindingen	Beoordeling effect sizes	Verschillen tussen subpopulaties	Link naar studie

Projektno število	Naziv projekta	Področje	Financiranje	Statistični sektor	Statistični področje	Statistični sektor in področje	Statistični sektor in področje	Statistični sektor in področje	Statistični sektor in področje	Statistični sektor in področje	Statistični sektor in področje	Statistični sektor in področje	Statistični sektor in področje	Statistični sektor in področje	Statistični sektor in področje	Statistični sektor in področje	Statistični sektor in področje	Statistični sektor in področje	Statistični sektor in področje		
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Proj. Nr.	Proj. Name	Proj. Status	Proj. Phase	Proj. Start	Proj. End	Proj. Budget	Proj. Description	Proj. Manager	Proj. Location
1001	Proj. A: Infrastructure Upgrade	Active	Phase 1	2023-01-01	2023-06-30	1,200,000	Upgrade of infrastructure systems including network and security enhancements.	J. Doe	Region A
1002	Proj. B: New Facility Construction	On Hold	Phase 2	2023-03-15	2023-09-30	850,000	Construction of a new facility to accommodate growing operations.	A. Smith	Region B
1003	Proj. C: IT System Migration	Completed	Phase 3	2022-11-01	2023-02-28	450,000	Successful migration of core IT systems to a new platform.	M. Johnson	Region C
1004	Proj. D: Research & Development	Active	Phase 1	2023-02-01	2023-12-31	600,000	R&D project for a new product line, focusing on innovation and market research.	S. Lee	Region D
1005	Proj. E: Marketing Campaign	Active	Phase 1	2023-04-01	2023-08-31	300,000	Launch of a new marketing campaign to increase brand awareness.	K. Brown	Region E
1006	Proj. F: HR System Implementation	On Hold	Phase 2	2023-01-15	2023-07-31	250,000	Implementation of a new HR system to streamline personnel management.	L. Green	Region F
1007	Proj. G: Compliance Audit	Completed	Phase 3	2022-12-01	2023-01-31	150,000	Completion of a comprehensive compliance audit across all departments.	P. White	Region G
1008	Proj. H: Customer Service Training	Active	Phase 1	2023-05-01	2023-10-31	180,000	Training program for customer service staff to improve service quality.	R. Black	Region H
1009	Proj. I: Data Analytics Platform	On Hold	Phase 2	2023-02-15	2023-08-31	400,000	Development of a data analytics platform for better business insights.	T. Gray	Region I
1010	Proj. J: Sustainability Initiative	Active	Phase 1	2023-03-01	2023-11-30	350,000	Initiative to reduce carbon footprint and improve environmental sustainability.	V. Blue	Region J

A	B	C	D	E	F	G
1	Quality of evidence is a continuum: any discrete categorisation involves some degree of arbitrariness.			Table 5.2: Factors that can reduce the quality of the evidence		
2				Factor	Consequence	toelichting
3	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 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.			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	Table 5.1: Quality of Evidence Grades			Publication bias	↓ 1 or 2 levels	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
8	Grade	Definition		Table 5.3: Factors that can increase the quality of the evidence		
9	High	We are very confident that the true effect lies close to that of the estimate of the effect.		Factor	Consequence	
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		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	Low	Our confidence in the effect estimate is limited: The true effect may be substantially different from the estimate of the effect.		All plausible confounding would reduce the demonstrated effect or increase the effect if no effect was observed	↑ 1 level	Is er gecontroleerd voor plausible confounders?
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		Dose-response gradient	↑ 1 level	
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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 – randomized trials provide, in general, far stronger evidence than observational studies, and rigorous observational studies provide stronger evidence than uncontrolled case series.					
18	In the GRADE approach to quality of evidence:					
19	randomized trials without important limitations provide high quality evidence					
20	observational studies without special strengths or important limitations provide low quality evidence					
21	Limitations or special strengths can, however, modify the quality of the evidence of both randomized trials and observational studies.					
22	Note:					
23						
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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).					
26	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.					
27	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.					

	J	K	L	M	N	O	P
1						5.1.2h	
2						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.
3						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.
4						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.
5						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.
6						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 the potential confounders and measure them (where possible). This is difficult for studies where behavioral, attitudinal or lifestyle factors may impact on the results.
7						6. Were strategies to deal with confounding factors stated?	Strategies to deal with effects of confounding factors may be dealt 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.
8						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 instrument/s? (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?
9						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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