

QoE

A	B	C	D	E	F	G
1	Oordeel opties (waarin zowel quality of evidence als tabblad hiernaast, Bias, zijn meegenomen)		QoE beoordelen. Bij zowel observationeel als RCT -->	Table 5.2: Factors that can reduce the quality of the evidence		
2	Table 5.1: Quality of Evidence Grades		Quality of evidence hangt af van volgende factoren, waaronder design (wat je bij Bias bekijkt)	Factor	Consequence	toelichting
3	Grade	Definition		Limitations in study design or execution (risk of bias)	↓ 1 or 2 levels	zie links onder Study Design en volgend tabblad voor Risk of Bias. Observationeel kan hierdoor eigenlijk niet als HIGH beoordeeld worden.
4	High	We are very confident that the true effect lies close to that of the estimate of the effect.		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	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		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	Low	Our confidence in the effect estimate is limited: The true effect may be substantially different from the estimate of the effect.		Imprecision	↓ 1 or 2 levels	Kleine steekproef of kleine hoeveelheid events, dus wijd confidence interval. Lastig te achterhalen, gaat erom in hoeverre 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
7	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		Publication bias	↓ 1 or 2 levels	
8				Table 5.3: Factors that can increase the quality of the evidence		
9	VOOR REVIEWS, gebruik dit formulier voor een oordeel en sla deze op			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		5.1.2h		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				Dose-response gradient	↑ 1 level	
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QoE

	H	I	J	K	L	M	N	O
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							
4	downgrading the quality (by one or more factors) depends on judgment.							
5	Study Design							
6	Study design is critical to judgments about the quality of evidence. For recommendations regarding management strategies – as opposed to establishing prognosis or the accuracy of diagnostic tests –							
7	Randomized trials provide, in general, far stronger evidence than observational studies, and rigorous observational studies provide stronger evidence than uncontrolled case series.							
8								
9	In the GRADE approach to quality of evidence: Randomized trials without important limitations provide high quality evidence Observational studies without special strengths or important limitations provide low quality evidence							
10	Limitations or special strengths can, however, modify the quality of the evidence of both randomized trials and observational studies. 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).							
11	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.							
12	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							
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14	(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							
15	being used as the basis for interpretation.							

Bias

	A	B	C	D	E	F	G	H	I	J	K	L	M
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14	Tussen studies												
15	- Comparison: bij interventie studies, goed bekijken wat de comparison conditie is en of studies vergelijkbaar zijn met elkaar.												
16	- Outcomes: zijn gebruikte uitkomstmaten vergelijkbaar? (gaat het om intentie van gedrag, zelfrapporteerde naleving, daadwerkelijke naleving, etc)												
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Table 5.5: Study limitations in observational studies	
	Explanation
Failure to develop and apply appropriate eligibility criteria (inclusion of control population)	<ul style="list-style-type: none"> Under- or over-matching in case-control studies Selection of exposed and unexposed in cohort studies from different populations
Flawed measurement of both exposure and outcome	<ul style="list-style-type: none"> Differences in measurement of exposure (e.g. recall bias in case-control studies) Differential surveillance for outcome in exposed and unexposed in cohort studies
Failure to adequately control confounding	<ul style="list-style-type: none"> Failure of accurate measurement of all known prognostic factors Failure to match for prognostic factors and/or adjustment in statistical analysis
Incomplete or inadequately short follow-up	Especially within prospective cohort studies, both groups should be followed for the same amount of time.

Bias

	N	O	P	Q
1		Observationele studies: gebruik deze link. Hieronder ook wat uitleg over factoren, staat ook in link		
2		5.1.2h		
3		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.	
4		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.	
5		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.	
6		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.	
7		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.	
8		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	
9		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?	
10		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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Bias

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