A BEME Review of the Effectiveness of Teaching Strategies Used in the Clinical Setting on the Development of Clinical Skills Among Health Professionals
Progress Report 4/2018

Our review continues to progress according to the timeline outlined in our protocol. We have dedicated the prior six months to: 1) Completing our database search queries 2) Performing hand search of publications to identify additional references of potential interest and reviewing MedEd Portal 3) Extracting data from publications clearly meeting inclusion criteria, or not unanimously excluded 4) Beginning to synthesize the data into themes.

Our second search of the databases (using only named strategies that we had previously identified) yielded an additional 3,665 publications. This group was added to the 49,993 publications returned from our first search. Of these new publications, we have, based on title review, currently excluded 3,436. Two hundred twenty nine remain at the abstract review step. We expect this residual group will add minimally to the total number of articles ultimately included in the review, as our prior search method was quite broad and yielded only 94 publications from the original list of approximately 50,000. We have contemporaneously been hand searching reference lists and MedEd Portal for important and relevant publications to our review. We have created a running list of these references, and we are in the process of crosschecking this list with our existing publication database. Finally, we are requesting a few publications from other institutions that we could not definitively exclude based on title and/or abstract review and that were not available electronically.

In terms of data extraction and analysis, the primary author (C Pierce) and the senior author (C Stickrath) completed the title and abstract review of all available publications yielded from the first iteration of our database search. We narrowed this list to only 94 publications. The author group has extracted from these 94 articles the data related to methods, interventions, and outcomes into our RedCap database. We expect at least twenty (possibly more) of these 94 publications will ultimately be excluded from our review. We have subsequently consolidated this extracted information into an Excel spreadsheet to aid in organization of the literature and to help us identify themes. During this translation step, we are identifying any discrepancies between reviewers in terms of decision to include/exclude and in the data extraction process itself.

From this body of literature, we have begun to identify some consistent themes. These relate to the clinical settings in which most identified strategies have been studied, which groups typically comprise the "learners" and which the "teachers", and the outcomes that have been measured. Emerging also are common limitations in methodology and reporting, as well as understudied learner populations and outcome domains. Based on these emerging themes, we have begun to outline the manuscript for our review.

Over the next 6 months, we will complete our hand search for any remaining relevant literature, resolve differences among reviewers in extracted data from the literature meeting our inclusion criteria, and summarize our findings. We anticipate completion of the review manuscript by 10/31/2018, in keeping with the published review timeline.