AACPDM Annual Meeting 2018 Scientific Presentation Score Form

METHOD: *Identify the study design^*

LEVEL OF EVIDENCE	*QUANTITATIVE RESEARCH AND BASIC SCIENCE STUDY*					*SINGLE CASE DESIGN*	*QUALITATIVE RESEARCH*	*CASE SERIES AND CASE STUDY*	SCORE	YOUR SCORE
	INTERVENTION	*PROGNOSIS*	*DIAGNOSIS*	*PREVALENCE*	*BASIC SCIENCE*			*INTERVENTION*		
1	Systematic review of RCTs Large RCT	Systematic review using formal criteria	Systematic review using formal criteria	Mandatory national registry	Meets all citeria: 1. Hypothesis-driven 2. Appropriate design (controls, power) 3. Appropriate analysis 4. Detailed results 5. Supported conclusions	Randomized controlled N-of-1 (RCT), alternating treatment design (ATD), and concurrent or non-concurrent multiple baseline design (MBD);	1.Clearly identified research design, 2. evidence of congruence between research question, data collection, analysis and methodology selected. 3. evidence of rich descriptions of lived experience. 4. Clear clinical implications		4	
2	Smaller RCT	Prospective and retrospective cohort study or control arm of RCT	Cross sectional study with consecutive sample	Random sample census or survey, or systematic review of random sample census or survey	Meets 4 of the 5 criteria listed above	Non-randomized, controlled, concurrent MBD	Meets 3 of 4 criteria		3	
3	Cohort studies with concurrent control group	Case-Control Study	Cross sectional study with non-consecutive sample with consistently applied reference standard (guideline on who should be included) and blinding	Non-random sample census or survey, non-mandatory registry study or systematic review of non-random sample census or survey or non-mandatory registry study	Meets 3 of the 5 criteria listed above	Non-randomized, non-concurrent, controlled MBD	Meets 2 of 4 critiera		2	
4	Case series	Cross-Sectional Study	Cross sectional study with non-consecutive sample without consistently applied reference standard (guideline on who should be included) and blinding	Ecological study	Meets 2 of the 5 criteria listed above	Non-randomized, controlled SSRDs with at least three phases (ABA, ABAB, BAB, etc.)	Meets 1 of 4 criteria	Case series with baseline and follow-up data and historical control (published results with different intervention or without the intervention, healthy norm data, or percentile calculation).	1	
5	Case Study					Non-randomized, controlled AB SSRD	Meets none of the above criteria	Case series with data at only one time or a case series without a historical control group. OR A case study with either baseline or follow-up data and historical control (published results with different intervention or without the intervention, healthy norm data, or percentile calculation) A case study with b	0	

METHODOLOGICAL QUALITY: *Identify the study quality and limitations REGARDLESS of study design.*

HIGH QUALITY	See the Equator network for recommended reporting guidelines http://www.equator-network.org/reporting-guidelines/	**2**	
LOWER QUALITY		**1**	
MAJOR FLAW		**0**	

CONTRIBUTION TO THE FIELD: *Identify likely contribution to the field*

Yes	Adds new and important information to evidence base	**1**	
No	Does not add anything new to evidence base	**0**	

INTEREST TO AUDIENCE: *Identify likely interest to the AACPDM audience*

HIGH	**1**	
LOW	**0**	

EXTERNAL VALIDITY: Ability to be generalized to other contexts. For qualitative, is there adequate description of the participants?

HIGH	**1**	
LOW	**0**	

Analysis: *Identify accuracy, relevance, and importance of statistics or qualitative analysis*

HIGH QUALITY- Most rigourous analysis for the study design and research question. For example, an intervention sutdy may report *effect measures (differences or ratio such as difference in scores and odds ratio) with analytic methodology (tests which yield p-values) For qualitative research, there is evidence of rigour in the analysis processes, which are well described.*	**2**	
LOWER QUALITY- Using just descriptive analysis (e.g., means, percentages, etc.) without analytic methodology when higher level analysis would have been more appropriate for the question and study design. For qualitative research, analysis methods are not rigourous or well described	**1**	
MAJOR FLAW- Incorrect analysis techniques were used.	**0**	
	TOTAL	

^ The designs written here are examples and the list is not exhaustive eg measurement development and etiological studies. If the design is not written here please attempt to score 1-4, if you are unsure make a note in the comments section.

Abstract Scoring Rubrics

Cross-sectional Study: A study in which exposure and disease are determined at the same point in time in a given population.

Case Series: A group or series of case reports involving patients who were given similar treatment. Reports of case series usually contain detailed information about the individual patients. This includes demographic information (for example, age, gender, ethnic origin) and information on diagnosis, treatment, response to treatment, and follow-up after treatment.

Case Study: a case report involving one or more patients who were given a particular treatment. A report of case contains detailed information about individual patients. This includes demographic information (for example, age, gender, ethnic origin) and information on diagnosis, treatment, response to treatment, and follow-up after treatment.

Ecological study: The unit of analysis is not individuals but groups of people. Both exposure and outcomes are measured for groups and are summarized to make inferences about a population (e.g. prevalence, incidence rates, etc.). An example of a question for an ecological study is: "What is the prevalence of cerebral palsy among infants born pre-term?"

Qualitative Research: There are many qualitative methodologies used in health research including, but not limited to, grounded theory, focused ethnography, phenomenology and interpretive description. The purpose of qualitative research is to gain insight into the lived experience of a phenomenon from the perspective of individuals who have experienced it. Data collection methods often involve interviews (either individual or focus groups), observation, or participant-observation.

Single Case (Subject) Design: Single Case design is used to determine whether a causal relationship exists between a manipulated variable (independent variable) and the outcome (dependent variable). Typically, single case studies involve repeated measurements across phases to monitor how individuals respond to changing conditions. Participants are used as their own controls.

Subject Selection

Consecutive sample: Including all subjects meeting the inclusion criteria

Non-consecutive sample (convenience sample): Not including all subjects meeting the inclusion criteria

Random sample: Randomly selecting subjects in a population—selecting in such away that each subject had equal opportunity to be selected.

Purposive sampling: The sample is selected by researchers based on individuals they think would be appropriate for the study. Purposive sampling is frequently used in qualitative research.