

Appendix 2. Study eligibility criteria

| Criterion | Definition | Rationale |
|--|---|--|
| Paper includes sufficient empirical data | It is not a review, commentary, letter or editorial. | Empirical studies minimize the risk of biases that may occur with other types of studies. |
| | It is not a conference abstract or short report without a full accompanying paper. | This ensures sufficient information for data extraction and quality assessment. |
| Participants include residents or medical students | Study involves residents or medical students as participants. | Doctors and medical students are the target population for this systematic review. |
| | Participants may include mixed group health care professionals involving residents or medical students. | |
| Study involves an educational intervention | Study reports an educational intervention offered to participants. | Explicit educational interventions are the focus of this systematic review. |
| | It is NOT a study involving novel systems or strategies without an educational intervention. | |
| Educational intervention includes 'patient safety' as core content | Intervention includes one or more of the following as core content: patient safety, human factors, systems thinking, root cause analysis, medical error/adverse events/patient safety incidents. | Educational interventions teaching core concepts of patient safety are the focus of this systematic review |
| | It is NOT an intervention primarily aimed at developing specific safety-related skills with/without inclusion of core concepts of patient safety e.g. team training, safe prescribing training, handover training, error disclosure training. | Specific skills-based educational interventions are outside the scope of this review. Moreover, focussed systematic reviews on these subjects have recently been undertaken. For example: team training, ³⁶ prescribing training, ⁵³ handover training, ⁵⁴ and error disclosure training. ⁵⁵ |
| Study includes evaluation of the educational intervention | Intervention is evaluated with regards to at least one of Kirkpatrick's levels of evaluation: | To enable comparative analysis of the effectiveness of interventions wherever possible. |
| | Level 1: Participation | |
| | Level 2a: Modification of attitudes/perceptions Level 2b: Modification of knowledge/skills Level 3: Behavioural change Level 4a: Change in organizational practice Level 4b: Benefits to patients | |
| | It is NOT a purely descriptive study. | |