Appendix 5. *MERSQI and COREQ Summaries*

Table of Contents

No.	Title of Article	Authors	Year	COREQ/MERSQI	Page No.
1	Affirming professional identities through an apprenticeship: Insights from a four-year longitudinal case study	J. Boudreau; M. E. Macdonald; Y. Steinert	2014	COREQ	9-10
2	At the precipice: A prospective exploration of medical students' expectations of the pre-clerkship to clerkship transition	J. Soo; P. Brett-MacLean; M.-T. Cave; A. Oswald	2016	COREQ	11-12
2	At the precipice: A prospective exploration of medical students' expectations of the pre-clerkship to clerkship transition	J. Soo; P. Brett-MacLean; M.-T. Cave; A. Oswald	2016	MERSQI	13
3	Authentic community as an educational strategy for advancing professionalism: A national evaluation of the Healer's Art course	M. W. Rabow; J. Wrubel; R. N. Remen	2007	COREQ	14-15
4	Becoming Doctors: Examining Student Narratives to Understand the Process of Professional Identity Formation Within a Learning Community	D. S. Hatem; T. Halpin	2019	COREQ	16-17
5	Between two worlds: Medical students narrating identity tensions	L. V. Monrouxe; K. Sweeney	2013	COREQ	18-19
6	The Big D(eal): Professional identity through discursive constructions of 'patient'	B. Schrewe; J. Bates; D. Pratt; C. W. Ruitenberg; W. H. McKellin	2017	COREQ	20-21

7	The challenge of authenticity for medical students	L. Roper; K. Foster; K. Garlan; C. Jorm	2016	COREQ	22-23
8	Contemplating medicine during the Third Reich: Scaffolding professional identity formation for medical students	S. P. Reis; H. S. Wald	2015	COREQ	24-25
8	Contemplating medicine during the Third Reich: Scaffolding professional identity formation for medical students	S. P. Reis; H. S. Wald	2015	MERSQI	26
9	Creating stories to live by: Caring and professional identity formation in a longitudinal integrated clerkship	J. Konkin; C. Suddards	2012	COREQ	27-28
10	Developing a patient focussed professional identity: An exploratory investigation of medical students' encounters with patient partnership in learning	J. Barr; R. Bull; K. Rooney	2015	COREQ	29-30
11	Does Pre-clerkship Medical Humanities Curriculum Support Professional Identity Formation? Early Insights from a Qualitative Study	R. L. Volpe; M. Hopkins; L. J. Van Scoy; D. R. Wolpaw; B. M. Thompson	2019	COREQ	31-32
12	The effects of contributing to patient care on medical students' workplace learning	S. E. Smith; V. R. Tallentire; H. S. Cameron; S. M. Wood	2013	COREQ	33-34

13	Grappling with complexity: Medical students' reflective writings about challenging patient encounters as a window into professional identity formation	H. M. Swick; et al.	1991	COREQ	
14	Grappling with complexity: Medical students' reflective writings about challenging patient encounters as a window into professional identity formation	H. S. Wald; J. White; S. P. Reis; A. Y. Esquibel; D. Anthony	2019	COREQ	35-36
15	How medical teachers use narratives in lectures: a qualitative study	G. Easton	2016	COREQ	37-38
16	I AM a doctor": Negotiating the discourses of standardization and diversity in professional identity construction"	H. D. Frost; G. Regehr	2013	COREQ	39-40
17	Identity change and the human dissection experience over the first year of medical training	A. Madill; G. Latchford	2005	COREQ	41-42
18	In Pursuit of Educational Integrity: Professional Identity Formation in the Harvard Medical School Cambridge Integrated Clerkship	E. Gaufberg; D. Bor; P. Dinardo; E. Krupat; E. Pine; B. Ogur; D. A. Hirsh	2017	COREQ	43-44
19	An Insight into Professional Identity Formation: Qualitative Analyses of Two Reflection Interventions During the Dissection Course	T. Shiozawa; M. Glauben; M. Banzhaf; J. Griewatz; B. Hirt; S. Zipfel; M. Lammerding-Koeppel; A.	2019	COREQ	45-46

		Herrmann-Werner			
19	An Insight into Professional Identity Formation: Qualitative Analyses of Two Reflection Interventions During the Dissection Course	T. Shiozawa; M. Glauben; M. Banzhaf; J. Griewatz; B. Hirt; S. Zipfel; M. Lammerding-Koeppel; A. Herrmann-Werner	2019	MERSQI	47
20	Learning professionalism through hidden curriculum: Iranian medical students' perspective	S. Azmand; S. Ebrahimi; M. Iman; O. Asemani	2018	COREQ	48-49
21	Longitudinal mentorship to support the development of medical students' future professional role: a qualitative study	S. Kalen; S. Ponzer; A. Seeberger; A. Kiessling; C. Silen	2015	COREQ	50-51
22	Medical students' efforts to integrate and/or reclaim authentic identity: Insights from a mask-making exercise	J. Shapiro; J. Youm; M. Heare; A. Hurria; G. Miotto; B.-N. Nguyen; T. Nguyen; K. Simonson; A. Turakhia	2018	MERSQI	52
23	Medical students' experiences with goals of care discussions and their impact on professional identity formation	X. M. Wang; M. Swinton; J. J. You	2019	COREQ	53-54
24	Medical students' professional identity development from being	J. De Grasset; M. C. Audetat;	2018	COREQ	55-56

	actors in an objective structured teaching exercise	N. Bajwa; N. Jastrow; H. Richard-Lepouriel; M. Nendaz; N. Junod Perron			
25	Nurturing professional identity through a community based education program: medical students experience	A. Ahmad; M. S. Bahri Yusoff; W. M. Zahiruddin Wan Mohamma d; M. Z. Mat Nor	2018	COREQ	57-58
26	Nurturing virtues of the medical profession: does it enhance medical students' empathy?	M. Schweller; D. L. Ribeiro; E. V. Celeri; M. A. de Carvalho-Filho	2017	MERSQI	59
27	Palliative care teaching shapes medical undergraduate students' professional development: a scoping review	A. Noguera; R. Robledano; E. Garralda	2018	MERSQI	60
28	Professional Competencies ToolKit: Using Flash Cards to Teach Reflective Practice to Medical Students in Clinical Clerkship	P. Seymour; M. Watt; M. MacKenzie ; M. Gallea	2018	COREQ	61-62
29	Professional Identity Development Through Service Learning: A Qualitative Study of First-Year Medical Students Volunteering at a Medical Specialty Camp	J. Beck; K. Chretien; T. Kind	2015	COREQ	63-64

30	Professional identity in medical students: Pedagogical challenges to medical education	I. 2; L. S. Cowin; M. Johnson; H. Young	2013	COREQ	
31	Reflections: An inquiry into medical students' professional identity formation	A. Wong; K. Trollope-Kumar	2014	COREQ	65-66
32	Remediating lapses in professionalism among undergraduate pre-clinical medical students in an Asian Institution: a multimodal approach	A. Findyartini; N. C. Sudarsono	2018	COREQ	67-68
33	Socialization to professionalism in medical schools: a Canadian experience	A. Byszewski; J. S. Gill; H. Lochnan	2015	COREQ	69-70
33	Socialization to professionalism in medical schools: a Canadian experience	A. Byszewski; J. S. Gill; H. Lochnan	2015	MERSQI	71
34	Sounding narrative medicine: Studying students' professional identity development at Columbia University College of Physicians and Surgeons	E. Miller; D. Balmer; N. Hermann; G. Graham; R. Charon	2014	COREQ	72-73
35	Stretching the Comfort Zone: Using Early Clinical Contact to Influence Professional Identity Formation in Medical Students	E. Schei; H. S. Knoop; M. N. Gismervik; M. Mylopoulos; J. D. Boudreau	2019	COREQ	74-75
36	Trustingly bewildered. How first-year medical students make sense of their learning experience in a traditional, preclinical curriculum	E. Schei; R. E. Johnsrud; T. Mildestvedt; R. Pedersen; S.	2018	COREQ	76-77

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37	Turkish students' perceptions of professionalism at the beginning and at the end of medical education: a cross-sectional qualitative study	M. V. Kavas; M. Demiroren; A. M. Kosan; S. T. Karahan; N. Y. Yalim	2015	COREQ	78-79
38	Understanding Professional Identity Formation in Early Clerkship: A Novel Framework	S. Jarvis-Selinger; K. A. MacNeil; G. R. L. Costello; K. Lee; C. L. Holmes	2019	COREQ	80-81
39	Understanding the Struggles to Be a Medical Provider: View Through Medical Student Essays	W. J. Peterson; J. B. House; C. B. Sozener; S. A. Santen	2018	COREQ	82-83
40	What ... you can't tell left from right?' Medical students' experiences in making laterality decisions	G. J. Gormley; C. Brennan; M. Dempster	2019	COREQ	84-85
41	What experiences in medical school trigger professional identity development?	D. Kay; A. Berry; N. A. Coles	2019	COREQ	86-87
42	What Makes Difficult Patients" Difficult for Medical Students?"	J. E. Steinauer; P. O'Sullivan; F. Preskill; O. Ten Cate; A. Teherani	2018	COREQ	88-89
43	Workplace learning from a socio-cultural perspective: creating	J. van der Zwet; P. J.	2011	COREQ	90-91

	developmental space during the general practice clerkship	Zwietering; P. W. Teunissen; C. P. van der Vleuten; A. J. Scherpbier			

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Data analysis			
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Derivation of themes	26	Were themes identified in advance or derived from the data?	
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TABLE 2. Medical Education Research Quality Instrument - for *quantitative studies*

Domain	MERSQI Item	Score	Max Score	Page
Study design	Single group cross-sectional or single group posttest only	1	3	**143**
	Single group pretest & posttest	1.5		
	Nonrandomized, 2 groups	2		
	Randomized controlled trial	3		
Sampling	*Institutions studied*:		3	**145**
	1	0.5		
	2	1		
	3	1.5		
	Response rate, %:			
	Not applicable			
	<50 or not reported	0.5		**145**
	50-74	1		
	>75	1.5		
Type of data	Assessment by participants	1	3	**145**
	Objective measurement	3		
Validity of evaluation instrument	*Internal structure:*		3	
	Not applicable			
	Not reported	0		**NA**
	Reported	1		
	Content:			
	Not applicable			
	Not reported	0		**NA**
	Reported	1		
	Relationships to other variables:			
	Not applicable			
	Not reported	0		**NA**
	Reported	1		
Data analysis	*Appropriateness of analysis:*		3	
	Inappropriate for study design or type of data	0		
	Appropriate for study design, type of data	1		**145**
	Complexity of analysis:			
	Descriptive analysis only	1		
	Beyond descriptive analysis	2		**145**
Outcomes	Satisfaction, attitudes, perceptions, opinions, general facts	1	3	**160**
	Knowledge, skills	1.5		
	Behaviors	2		
	Patient/health care outcome	3		
Total possible score*		**6**	**18**	

*Scores range from 5 to 18. Adapted from Reed DA et al. Association between funding and quality of published medical education research. JAMA 2007;298:1002–9.

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Developed from: Tong A, Sainsbury P, Craig J. Consolidated criteria for reporting qualitative research (COREQ): a 32-item checklist for interviews and focus groups. *International Journal for Quality in Health Care*. 2007. Volume 19, Number 6: pp. 349 – 357

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Domain 2: Study design			
Theoretical framework			
Methodological orientation and Theory	9	What methodological orientation was stated to underpin the study? e.g. grounded theory, discourse analysis, ethnography, phenomenology, content analysis	2
Participant selection			
Sampling	10	How were participants selected? e.g. purposive, convenience, consecutive, snowball	2
Method of approach	11	How were participants approached? e.g. face-to-face, telephone, mail, email	2
Sample size	12	How many participants were in the study?	2
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Setting			
Setting of data collection	14	Where was the data collected? e.g. home, clinic, workplace	NA
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Description of sample	16	What are the important characteristics of the sample? e.g. demographic data, date	2
Data collection			
Interview guide	17	Were questions, prompts, guides provided by the authors? Was it pilot tested?	NA
Repeat interviews	18	Were repeat inter views carried out? If yes, how many?	NA
Audio/visual recording	19	Did the research use audio or visual recording to collect the data?	2
Field notes	20	Were field notes made during and/or after the inter view or focus group?	2
Duration	21	What was the duration of the inter views or focus group?	NA
Data saturation	22	Was data saturation discussed?	NA
Transcripts returned	23	Were transcripts returned to participants for comment and/or	NA

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Data analysis			
Number of data coders	24	How many data coders coded the data?	2
Description of the coding tree	25	Did authors provide a description of the coding tree?	NA
Derivation of themes	26	Were themes identified in advance or derived from the data?	2
Software	27	What software, if applicable, was used to manage the data?	NA
Participant checking	28	Did participants provide feedback on the findings?	NA
Reporting			
Quotations presented	29	Were participant quotations presented to illustrate the themes/findings? Was each quotation identified? e.g. participant number	3-4
Data and findings consistent	30	Was there consistency between the data presented and the findings?	3-4
Clarity of major themes	31	Were major themes clearly presented in the findings?	3-4
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Domain 2: Study design			
Theoretical framework			
Methodological orientation and Theory	9	What methodological orientation was stated to underpin the study? e.g. grounded theory, discourse analysis, ethnography, phenomenology, content analysis	6-7
Participant selection			
Sampling	10	How were participants selected? e.g. purposive, convenience, consecutive, snowball	NA
Method of approach	11	How were participants approached? e.g. face-to-face, telephone, mail, email	NA
Sample size	12	How many participants were in the study?	6
Non-participation	13	How many people refused to participate or dropped out? Reasons?	NA
Setting			
Setting of data collection	14	Where was the data collected? e.g. home, clinic, workplace	NA
Presence of non-participants	15	Was anyone else present besides the participants and researchers?	5
Description of sample	16	What are the important characteristics of the sample? e.g. demographic data, date	NA
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Interview guide	17	Were questions, prompts, guides provided by the authors? Was it pilot tested?	NA
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Reporting			
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Data and findings consistent	30	Was there consistency between the data presented and the findings?	7-20
Clarity of major themes	31	Were major themes clearly presented in the findings?	7-20
Clarity of minor themes	32	Is there a description of diverse cases or discussion of minor themes?	NA

Developed from: Tong A, Sainsbury P, Craig J. Consolidated criteria for reporting qualitative research (COREQ): a 32-item checklist for interviews and focus groups. *International Journal for Quality in Health Care*. 2007. Volume 19, Number 6: pp. 349 – 357

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Topic	Item No.	Guide Questions/Description	Reported on Page No.
Domain 1: Research team and reflexivity			
Personal characteristics			
Interviewer/facilitator	1	Which author/s conducted the interview or focus group?	659
Credentials	2	What were the researcher's credentials? E.g. PhD, MD	NA
Occupation	3	What was their occupation at the time of the study?	658
Gender	4	Was the researcher male or female?	658
Experience and training	5	What experience or training did the researcher have?	658
Relationship with participants			
Relationship established	6	Was a relationship established prior to study commencement?	NA
Participant knowledge of the interviewer	7	What did the participants know about the researcher? e.g. personal goals, reasons for doing the research	NA
Interviewer characteristics	8	What characteristics were reported about the inter viewer/facilitator? e.g. Bias, assumptions, reasons and interests in the research topic	NA
Domain 2: Study design			
Theoretical framework			
Methodological orientation and Theory	9	What methodological orientation was stated to underpin the study? e.g. grounded theory, discourse analysis, ethnography, phenomenology, content analysis	658-659
Participant selection			
Sampling	10	How were participants selected? e.g. purposive, convenience, consecutive, snowball	NA
Method of approach	11	How were participants approached? e.g. face-to-face, telephone, mail, email	NA
Sample size	12	How many participants were in the study?	658
Non-participation	13	How many people refused to participate or dropped out? Reasons?	NA
Setting			
Setting of data collection	14	Where was the data collected? e.g. home, clinic, workplace	NA
Presence of non-participants	15	Was anyone else present besides the participants and researchers?	NA
Description of sample	16	What are the important characteristics of the sample? e.g. demographic data, date	NA
Data collection			
Interview guide	17	Were questions, prompts, guides provided by the authors? Was it pilot tested?	NA
Repeat interviews	18	Were repeat inter views carried out? If yes, how many?	NA
Audio/visual recording	19	Did the research use audio or visual recording to collect the data?	658-659
Field notes	20	Were field notes made during and/or after the inter view or focus group?	659
Duration	21	What was the duration of the inter views or focus group?	659
Data saturation	22	Was data saturation discussed?	NA
Transcripts returned	23	Were transcripts returned to participants for comment and/or	NA

Topic	Item No.	Guide Questions/Description	Reported on Page No.
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Domain 3: analysis and findings			
Data analysis			
Number of data coders	24	How many data coders coded the data?	659
Description of the coding tree	25	Did authors provide a description of the coding tree?	NA
Derivation of themes	26	Were themes identified in advance or derived from the data?	659
Software	27	What software, if applicable, was used to manage the data?	NA
Participant checking	28	Did participants provide feedback on the findings?	NA
Reporting			
Quotations presented	29	Were participant quotations presented to illustrate the themes/findings? Was each quotation identified? e.g. participant number	659-663
Data and findings consistent	30	Was there consistency between the data presented and the findings?	659-663
Clarity of major themes	31	Were major themes clearly presented in the findings?	659-663
Clarity of minor themes	32	Is there a description of diverse cases or discussion of minor themes?	659-663

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Domain 2: Study design			
Theoretical framework			
Methodological orientation and Theory	9	What methodological orientation was stated to underpin the study? e.g. grounded theory, discourse analysis, ethnography, phenomenology, content analysis	131
Participant selection			
Sampling	10	How were participants selected? e.g. purposive, convenience, consecutive, snowball	NA
Method of approach	11	How were participants approached? e.g. face-to-face, telephone, mail, email	NA
Sample size	12	How many participants were in the study?	131
Non-participation	13	How many people refused to participate or dropped out? Reasons?	NA
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Setting of data collection	14	Where was the data collected? e.g. home, clinic, workplace	NA
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Data saturation	22	Was data saturation discussed?	NA
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Derivation of themes	26	Were themes identified in advance or derived from the data?	NA
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Participant checking	28	Did participants provide feedback on the findings?	NA
Reporting			
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Clarity of major themes	31	Were major themes clearly presented in the findings?	131-132
Clarity of minor themes	32	Is there a description of diverse cases or discussion of minor themes?	131-132

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TABLE 2. Medical Education Research Quality Instrument - for *quantitative studies*

Domain	MERSQI Item	Score	Max Score	Page no.
Study design	Single group cross-sectional or single group posttest only	1	3	
	Single group pretest & posttest	1.5		**772**
	Nonrandomized, 2 groups	2		
	Randomized controlled trial	3		
Sampling	*Institutions studied*:		3	
	1	0.5		**772**
	2	1		
	3	1.5		
	Response rate, %:			
	Not applicable			
	<50 or not reported	0.5		**772**
	50-74	1		
	≥75	1.5		
Type of data	Assessment by participants	1	3	
	Objective measurement	3		**772**
Validity of evaluation instrument	*Internal structure:*		3	
	Not applicable			
	Not reported	0		**772**
	Reported	1		
	Content:			
	Not applicable			
	Not reported	0		**772**
	Reported	1		
	Relationships to other variables:			
	Not applicable			
	Not reported	0		**772**
	Reported	1		
Data analysis	*Appropriateness of analysis:*		3	
	Inappropriate for study design or type of data	0		
	Appropriate for study design, type of data	1		
	Complexity of analysis:			
	Descriptive analysis only	1		
	Beyond descriptive analysis	2		
Outcomes	Satisfaction, attitudes, perceptions, opinions, general facts	1	3	
	Knowledge, skills	1.5		
	Behaviors	2		
	Patient/health care outcome	3		
Total possible score*		**5.5**	**18**	

*Scores range from 5 to 18. Adapted from Reed DA et al. Association between funding and quality of published medical education research. JAMA 2007;298:1002–9.

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Gender	4	Was the researcher male or female?	NA
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Relationship with participants			
Relationship established	6	Was a relationship established prior to study commencement?	NA
Participant knowledge of the interviewer	7	What did the participants know about the researcher? e.g. personal goals, reasons for doing the research	NA
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Domain 2: Study design			
Theoretical framework			
Methodological orientation and Theory	9	What methodological orientation was stated to underpin the study? e.g. grounded theory, discourse analysis, ethnography, phenomenology, content analysis	589
Participant selection			
Sampling	10	How were participants selected? e.g. purposive, convenience, consecutive, snowball	588
Method of approach	11	How were participants approached? e.g. face-to-face, telephone, mail, email	NA
Sample size	12	How many participants were in the study?	588
Non-participation	13	How many people refused to participate or dropped out? Reasons?	588
Setting			
Setting of data collection	14	Where was the data collected? e.g. home, clinic, workplace	NA
Presence of non-participants	15	Was anyone else present besides the participants and researchers?	NA
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Field notes	20	Were field notes made during and/or after the inter view or focus group?	NA
Duration	21	What was the duration of the inter views or focus group?	NA
Data saturation	22	Was data saturation discussed?	NA
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Topic	Item No.	Guide Questions/Description	Reported on Page No.
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Domain 3: analysis and findings			
Data analysis			
Number of data coders	24	How many data coders coded the data?	589
Description of the coding tree	25	Did authors provide a description of the coding tree?	NA
Derivation of themes	26	Were themes identified in advance or derived from the data?	589
Software	27	What software, if applicable, was used to manage the data?	NA
Participant checking	28	Did participants provide feedback on the findings?	NA
Reporting			
Quotations presented	29	Were participant quotations presented to illustrate the themes/findings? Was each quotation identified? e.g. participant number	590-594
Data and findings consistent	30	Was there consistency between the data presented and the findings?	590-594
Clarity of major themes	31	Were major themes clearly presented in the findings?	590-594
Clarity of minor themes	32	Is there a description of diverse cases or discussion of minor themes?	590-594

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Study design	Single group cross-sectional or single group posttest only	1	3	
	Single group pretest & posttest	1.5		
	Nonrandomized, 2 groups	2		4
	Randomized controlled trial	3		
Sampling	*Institutions studied*:		3	
	1	0.5		3
	2	1		
	3	1.5		
	Response rate, %:			
	Not applicable			
	<50 or not reported	0.5		3
	50-74	1		
	>75	1.5		
Type of data	Assessment by participants	1	3	
	Objective measurement	3		5
Validity of evaluation instrument	*Internal structure:*		3	
	Not applicable			
	Not reported	0		
	Reported	1		
	Content:			
	Not applicable			
	Not reported	0		
	Reported	1		
	Relationships to other variables:			
	Not applicable			
	Not reported	0		
	Reported	1		
Data analysis	*Appropriateness of analysis:*		3	
	Inappropriate for study design or type of data	0		
	Appropriate for study design, type of data	1		5
	Complexity of analysis:			
	Descriptive analysis only	1		
	Beyond descriptive analysis	2		5
Outcomes	Satisfaction, attitudes, perceptions, opinions, general facts	1	3	
	Knowledge, skills	1.5		
	Behaviors	2		
	Patient/health care outcome	3		10
Total possible score*		**8.5**	**18**	

*Scores range from 5 to 18. Adapted from Reed DA et al. Association between funding and quality of published medical education research. JAMA 2007;298:1002–9.

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Data analysis			
Number of data coders	24	How many data coders coded the data?	
Description of the coding tree	25	Did authors provide a description of the coding tree?	
Derivation of themes	26	Were themes identified in advance or derived from the data?	
Software	27	What software, if applicable, was used to manage the data?	
Participant checking	28	Did participants provide feedback on the findings?	
Reporting			
Quotations presented	29	Were participant quotations presented to illustrate the themes/findings? Was each quotation identified? e.g. participant number	
Data and findings consistent	30	Was there consistency between the data presented and the findings?	
Clarity of major themes	31	Were major themes clearly presented in the findings?	
Clarity of minor themes	32	Is there a description of diverse cases or discussion of minor themes?	

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TABLE 2. Medical Education Research Quality Instrument - for *quantitative studies*

Domain	MERSQI Item	Score	Max Score	Page no.
Study design	Single group cross-sectional or single group posttest only	1	3	**2**
	Single group pretest & posttest	1.5		
	Nonrandomized, 2 groups	2		
	Randomized controlled trial	3		
Sampling	*Institutions studied*:		3	**2**
	1	0.5		
	2	1		
	3	1.5		
	Response rate, %:			
	Not applicable			**3**
	<50 or not reported	0.5		
	50-74	1		
	>75	1.5		
Type of data	Assessment by participants	1	3	**3**
	Objective measurement	3		
Validity of evaluation instrument	*Internal structure:*		3	
	Not applicable			
	Not reported	0		
	Reported	1		**4**
	Content:			
	Not applicable			
	Not reported	0		
	Reported	1		**4**
	Relationships to other variables:			
	Not applicable			
	Not reported	0		
	Reported	1		
Data analysis	*Appropriateness of analysis:*		3	
	Inappropriate for study design or type of data	0		
	Appropriate for study design, type of data	1		**4**
	Complexity of analysis:			
	Descriptive analysis only	1		
	Beyond descriptive analysis	2		**4-6**
Outcomes	Satisfaction, attitudes, perceptions, opinions, general facts	1	3	
	Knowledge, skills	1.5		
	Behaviors	2		**6**
	Patient/health care outcome	3		
Total possible score*		**8**	**18**	**8**

*Scores range from 5 to 18.   Adapted from Reed DA et al. Association between funding and quality of published medical education research. JAMA 2007;298:1002–9.

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Topic	Item No.	Guide Questions/Description	Reported on Page No.
Domain 1: Research team and reflexivity			
Personal characteristics			
Interviewer/facilitator	1	Which author/s conducted the interview or focus group?	3
Credentials	2	What were the researcher's credentials? E.g. PhD, MD	NA
Occupation	3	What was their occupation at the time of the study?	3
Gender	4	Was the researcher male or female?	NA
Experience and training	5	What experience or training did the researcher have?	3
Relationship with participants			
Relationship established	6	Was a relationship established prior to study commencement?	3
Participant knowledge of the interviewer	7	What did the participants know about the researcher? e.g. personal goals, reasons for doing the research	NA
Interviewer characteristics	8	What characteristics were reported about the inter viewer/facilitator? e.g. Bias, assumptions, reasons and interests in the research topic	NA
Domain 2: Study design			
Theoretical framework			
Methodological orientation and Theory	9	What methodological orientation was stated to underpin the study? e.g. grounded theory, discourse analysis, ethnography, phenomenology, content analysis	2
Participant selection			
Sampling	10	How were participants selected? e.g. purposive, convenience, consecutive, snowball	3
Method of approach	11	How were participants approached? e.g. face-to-face, telephone, mail, email	3
Sample size	12	How many participants were in the study?	4
Non-participation	13	How many people refused to participate or dropped out? Reasons?	NA
Setting			
Setting of data collection	14	Where was the data collected? e.g. home, clinic, workplace	3
Presence of non-participants	15	Was anyone else present besides the participants and researchers?	3
Description of sample	16	What are the important characteristics of the sample? e.g. demographic data, date	4
Data collection			
Interview guide	17	Were questions, prompts, guides provided by the authors? Was it pilot tested?	3
Repeat interviews	18	Were repeat inter views carried out? If yes, how many?	NA
Audio/visual recording	19	Did the research use audio or visual recording to collect the data?	3
Field notes	20	Were field notes made during and/or after the inter view or focus group?	NA
Duration	21	What was the duration of the inter views or focus group?	4
Data saturation	22	Was data saturation discussed?	NA
Transcripts returned	23	Were transcripts returned to participants for comment and/or	NA

Topic	Item No.	Guide Questions/Description	Reported on Page No.
		correction?	
Domain 3: analysis and findings			
Data analysis			
Number of data coders	24	How many data coders coded the data?	4
Description of the coding tree	25	Did authors provide a description of the coding tree?	NA
Derivation of themes	26	Were themes identified in advance or derived from the data?	4
Software	27	What software, if applicable, was used to manage the data?	3
Participant checking	28	Did participants provide feedback on the findings?	NA
Reporting			
Quotations presented	29	Were participant quotations presented to illustrate the themes/findings? Was each quotation identified? e.g. participant number	5-8
Data and findings consistent	30	Was there consistency between the data presented and the findings?	4-8
Clarity of major themes	31	Were major themes clearly presented in the findings?	5-8
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Personal characteristics			
Interviewer/facilitator	1	Which author/s conducted the interview or focus group?	4
Credentials	2	What were the researcher's credentials? E.g. PhD, MD	8
Occupation	3	What was their occupation at the time of the study?	8
Gender	4	Was the researcher male or female?	NA
Experience and training	5	What experience or training did the researcher have?	NA
Relationship with participants			
Relationship established	6	Was a relationship established prior to study commencement?	NA
Participant knowledge of the interviewer	7	What did the participants know about the researcher? e.g. personal goals, reasons for doing the research	NA
Interviewer characteristics	8	What characteristics were reported about the inter viewer/facilitator? e.g. Bias, assumptions, reasons and interests in the research topic	NA
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Method of approach	11	How were participants approached? e.g. face-to-face, telephone, mail, email	4
Sample size	12	How many participants were in the study?	3-4
Non-participation	13	How many people refused to participate or dropped out? Reasons?	NA
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Description of sample	16	What are the important characteristics of the sample? e.g. demographic data, date	NA
Data collection			
Interview guide	17	Were questions, prompts, guides provided by the authors? Was it pilot tested?	4
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Software	27	What software, if applicable, was used to manage the data?	4
Participant checking	28	Did participants provide feedback on the findings?	NA
Reporting			
Quotations presented	29	Were participant quotations presented to illustrate the themes/findings? Was each quotation identified? e.g. participant number	5-6
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Interviewer/facilitator	1	Which author/s conducted the interview or focus group?	NA
Credentials	2	What were the researcher's credentials? E.g. PhD, MD	1
Occupation	3	What was their occupation at the time of the study?	NA
Gender	4	Was the researcher male or female?	NA
Experience and training	5	What experience or training did the researcher have?	NA
Relationship with participants			
Relationship established	6	Was a relationship established prior to study commencement?	NA
Participant knowledge of the interviewer	7	What did the participants know about the researcher? e.g. personal goals, reasons for doing the research	NA
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Domain 2: Study design			
Theoretical framework			
Methodological orientation and Theory	9	What methodological orientation was stated to underpin the study? e.g. grounded theory, discourse analysis, ethnography, phenomenology, content analysis	NA
Participant selection			
Sampling	10	How were participants selected? e.g. purposive, convenience, consecutive, snowball	3
Method of approach	11	How were participants approached? e.g. face-to-face, telephone, mail, email	NA
Sample size	12	How many participants were in the study?	3
Non-participation	13	How many people refused to participate or dropped out? Reasons?	NA
Setting			
Setting of data collection	14	Where was the data collected? e.g. home, clinic, workplace	NA
Presence of non-participants	15	Was anyone else present besides the participants and researchers?	NA
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Duration	21	What was the duration of the inter views or focus group?	NA
Data saturation	22	Was data saturation discussed?	3
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Software	27	What software, if applicable, was used to manage the data?	NA
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Reporting			
Quotations presented	29	Were participant quotations presented to illustrate the themes/findings? Was each quotation identified? e.g. participant number	6
Data and findings consistent	30	Was there consistency between the data presented and the findings?	NA
Clarity of major themes	31	Were major themes clearly presented in the findings?	3-8
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Study design	Single group cross-sectional or single group posttest only	1	3	**2**
	Single group pretest & posttest	1.5		
	Nonrandomized, 2 groups	2		
	Randomized controlled trial	3		
Sampling	*Institutions studied*:		3	**2**
	1	0.5		
	2	1		
	3	1.5		
	Response rate, %:			**2**
	Not applicable			
	<50 or not reported	0.5		
	50-74	1		
	$\geq$75	1.5		
Type of data	Assessment by participants	1	3	**3**
	Objective measurement	3		
Validity of evaluation instrument	*Internal structure:*		3	
	Not applicable			
	Not reported	0		**3**
	Reported	1		
	Content:			
	Not applicable			
	Not reported	0		
	Reported	1		**3**
	Relationships to other variables:			
	Not applicable			
	Not reported	0		
	Reported	1		
Data analysis	*Appropriateness of analysis:*		3	
	Inappropriate for study design or type of data	0		
	Appropriate for study design, type of data	1		**4**
	Complexity of analysis:			
	Descriptive analysis only	1		
	Beyond descriptive analysis	2		**4-5**
Outcomes	Satisfaction, attitudes, perceptions, opinions, general facts	1	3	
	Knowledge, skills	1.5		
	Behaviors	2		**4**
	Patient/health care outcome	3		
Total possible score*		**12.5**	**18**	**12.5**

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	Relationships to other variables:			
	Not applicable			
	Not reported	0		
	Reported	1		
Data analysis	*Appropriateness of analysis:*		3	
	Inappropriate for study design or type of data	0		
	Appropriate for study design, type of data	1		**3**
	Complexity of analysis:			
	Descriptive analysis only	1		
	Beyond descriptive analysis	2		**3-4**
Outcomes	Satisfaction, attitudes, perceptions, opinions, general facts	1	3	
	Knowledge, skills	1.5		
	Behaviors	2		**1**
	Patient/health care outcome	3		
Total possible score*		**10**	**18**	**10**

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Domain 2: Study design			
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Domain 3: analysis and findings			
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Domain	MERSQI Item	Score	Max Score	Page no.
Study design	Single group cross-sectional or single group posttest only	1	3	**3**
	Single group pretest & posttest	1.5		
	Nonrandomized, 2 groups	2		
	Randomized controlled trial	3		
Sampling	*Institutions studied*:		3	
	1	0.5		**3**
	2	1		
	3	1.5		
	Response rate, %:			
	Not applicable			
	<50 or not reported	0.5		
	50-74	1		
	≥75	1.5		**3**
Type of data	Assessment by participants	1	3	**3**
	Objective measurement	3		
Validity of evaluation instrument	*Internal structure:*		3	
	Not applicable			
	Not reported	0		**3**
	Reported	1		
	Content:			
	Not applicable			
	Not reported	0		
	Reported	1		**3-4**
	Relationships to other variables:			
	Not applicable			
	Not reported	0		
	Reported	1		**7**
Data analysis	*Appropriateness of analysis:*		3	
	Inappropriate for study design or type of data	0		
	Appropriate for study design, type of data	1		**3**
	Complexity of analysis:			
	Descriptive analysis only	1		
	Beyond descriptive analysis	2		**6-7**
Outcomes	Satisfaction, attitudes, perceptions, opinions, general facts	1	3	**3-4**
	Knowledge, skills	1.5		
	Behaviors	2		
	Patient/health care outcome	3		
Total possible score*		**11**	**18**	

*Scores range from 5 to 18.   Adapted from Reed DA et al. Association between funding and quality of published medical education research. JAMA 2007;298:1002–9.

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