**STROBE Statement**—Checklist of items that should be included in reports of *cohort studies*

Source: http://www.strobe-statement.org/?id=available-checklists

**Applied on the Article:** “Influence of learning styles on the practical performance after four-step-approach training of BLS – an observational cohort study.”

<table>
<thead>
<tr>
<th>Item No</th>
<th>Recommendation</th>
<th>Page No. in final doc.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title and abstract</strong></td>
<td>1. (a) Indicate the study’s design with a commonly used term in the title or the abstract</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1. (b) Provide in the abstract an informative and balanced summary of what was done and what was found</td>
<td>2</td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>2. Explain the scientific background and rationale for the investigation being reported</td>
<td>4</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>3. State specific objectives, including any prespecified hypotheses</td>
<td>5/6</td>
</tr>
<tr>
<td><strong>Methods</strong></td>
<td>4. Present key elements of study design early in the paper</td>
<td>6</td>
</tr>
<tr>
<td>Study design</td>
<td>5. Describe the setting, locations, and relevant dates, including periods of recruitment, exposure, follow-up, and data collection</td>
<td>6/7</td>
</tr>
<tr>
<td>Setting</td>
<td>6. (a) Give the eligibility criteria, and the sources and methods of selection of participants. Describe methods of follow-up</td>
<td>6/7</td>
</tr>
<tr>
<td></td>
<td>(b) For matched studies, give matching criteria and number of exposed and unexposed</td>
<td>-</td>
</tr>
<tr>
<td>Participants</td>
<td>7. Clearly define all outcomes, exposures, predictors, potential confounders, and effect modifiers. Give diagnostic criteria, if applicable</td>
<td>7/8</td>
</tr>
<tr>
<td>Variables</td>
<td>8. For each variable of interest, give sources of data and details of methods of assessment (measurement). Describe comparability of assessment methods if there is more than one group</td>
<td>7/8</td>
</tr>
<tr>
<td>Data sources/ measurement</td>
<td>9. Describe any efforts to address potential sources of bias</td>
<td>6/7</td>
</tr>
<tr>
<td>Bias</td>
<td>10. Explain how the study size was arrived at</td>
<td></td>
</tr>
<tr>
<td>Study size</td>
<td>11. Explain how quantitative variables were handled in the analyses. If applicable, describe which groupings were chosen and why</td>
<td></td>
</tr>
<tr>
<td>Quantitative variables</td>
<td>12. (a) Describe all statistical methods, including those used to control for confounding</td>
<td>8</td>
</tr>
<tr>
<td>Statistical methods</td>
<td>(b) Describe any methods used to examine subgroups and interactions</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>(c) Explain how missing data were addressed</td>
<td>-</td>
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<tr>
<td></td>
<td>(d) If applicable, explain how loss to follow-up was addressed</td>
<td>-</td>
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<tr>
<td></td>
<td>(e) Describe any sensitivity analyses</td>
<td>-</td>
</tr>
<tr>
<td>Results</td>
<td>13. (a) Report numbers of individuals at each stage of study—eg numbers potentially eligible, examined for eligibility,</td>
<td>8-10</td>
</tr>
</tbody>
</table>
confirmed eligible, included in the study, completing follow-up, and analysed

(b) Give reasons for non-participation at each stage -
(c) Consider use of a flow diagram -

<table>
<thead>
<tr>
<th>Descriptive data</th>
<th>14*</th>
<th>(a) Give characteristics of study participants (eg demographic, clinical, social) and information on exposures and potential confounders 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(b) Indicate number of participants with missing data for each variable of interest 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(c) Summarise follow-up time (eg, average and total amount) -</td>
</tr>
<tr>
<td>Outcome data</td>
<td>15*</td>
<td>Report numbers of outcome events or summary measures over time 9/10</td>
</tr>
<tr>
<td>Main results</td>
<td>16</td>
<td>(a) Give unadjusted estimates and, if applicable, confounder-adjusted estimates and their precision (eg, 95% confidence interval). Make clear which confounders were adjusted for and why they were included -</td>
</tr>
<tr>
<td></td>
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<td>(b) Report category boundaries when continuous variables were categorized -</td>
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<tr>
<td></td>
<td></td>
<td>(c) If relevant, consider translating estimates of relative risk into absolute risk for a meaningful time period -</td>
</tr>
<tr>
<td>Other analyses</td>
<td>17</td>
<td>Report other analyses done—eg analyses of subgroups and interactions, and sensitivity analyses 12</td>
</tr>
</tbody>
</table>

**Discussion**

<table>
<thead>
<tr>
<th>Key results</th>
<th>18</th>
<th>Summarise key results with reference to study objectives 12</th>
</tr>
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<tbody>
<tr>
<td>Limitations</td>
<td>19</td>
<td>Discuss limitations of the study, taking into account sources of potential bias or imprecision. Discuss both direction and magnitude of any potential bias 14/15</td>
</tr>
<tr>
<td>Interpretation</td>
<td>20</td>
<td>Give a cautious overall interpretation of results considering objectives, limitations, multiplicity of analyses, results from similar studies, and other relevant evidence 13/14</td>
</tr>
<tr>
<td>Generalisability</td>
<td>21</td>
<td>Discuss the generalisability (external validity) of the study results 14</td>
</tr>
</tbody>
</table>

**Other information**

| Funding          | 22  | Give the source of funding and the role of the funders for the present study and, if applicable, for the original study on which the present article is based 18 |

*Give information separately for exposed and unexposed groups.