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## Common terms and terminology

Some terms and phrases are commonly used in Cochrane documents. The way in which these should be presented is shown below. See also <u>Names specific to Cochrane</u>.

| Correct usage  |   |
|--|---|
| care giver or caregiver (be consistent)  | care-giver                                      |
| certainty:   |   |
| low-certainty (adjective)  | low certainty (adjective)                       |
| moderate-certainty (adjective)   | moderate certainty (adjective)                  |
| high-certainty (adjective)   | high certainty (adjective)                      |
| e.g. high-certainty evidence   |   |
| But: 'The certainty of the evidence was high'  |   |
| Chi <sup>2</sup> statistic   | Chi-squared test or statistic                   |
| Chi <sup>2</sup> test  | Chi-square test or statistic                    |
|  | $\chi^2$ statistic                              |
| cluster-randomized trial   | cluster randomized trial                        |
| co-author  | coauthor  |
| controlled before-after studies  | controlled before after studies                 |
| cross-over study/trial   | cross over study/trial or crossover study/trial |
| double-blind   | double blind                                    |
| Note: also single-blind, triple-blind  | Note: also single blind, triple blind           |
| dropout  | drop-out  |
| Note: the verb form is 'drop out' without hyphenation                                      | drop out  |
| e-learning   | elearning                                       |
| Note: at start of sentence use 'E-learning'  | e learning                                      |
| end point or endpoint  | end-point                                       |
| Note: 'time point' should be written as two separate words (see below)                     |   |
| evidence base  | evidence-base                                   |
| evidence-based   | evidence based                                  |
| false negative, false positive, true negative, true positive (when used as nouns)          | _   |
| e.g. the result was a false positive   |   |
| false-positive, false-negative, true-negative, true-<br>positive (when used as adjectives) |   |

| Correct usage  |   |
|--|---|
| e.g. a false-positive result   |   |
| fixed-effect model   | fixed effect model<br>fixed-effects model   |
| Note: compared with random-effects model   |   |
| Note: there is also a fixed-effect <b>s</b> model (i.e. when the pool of studies is assumed to be fixed and only provides an estimate of the average of the effects of just these studies, without aiming at generalization to future studies), but this would rarely be appropriate for a Cochrane review. If used it should be clearly indicated to avoid being changed to fixed-effect model.                                     |   |
| focused-format review, long-format review  | focused format review, long format review   |
| focused review format, long review format  | focused-review format, long-review format   |
| follow up (verb) or follow-up (adjective or noun)  | -   |
| e.g. 'Seven participants were followed up for 10 days.' (verb)   |   |
| e.g. 'The follow-up period was 10 weeks.' (adjective)  |   |
| e.g. 'The follow-up was shorter than expected.' (noun)   |   |
| forest plot  | forrest plot  |
| GRADE  |   |
| GRADE assessments now refer to 'certainty', rather than 'quality   | '. Use the terminology below in summary of findings tables.   |
| GRADE Working Group grades of evidence<br>High certainty: we are very confident that the true effect lies clo<br>Moderate certainty: we are moderately confident in the effect effect, but there is a possibility that it is substantially different.<br>Low certainty: our confidence in the effect estimate is limited; the<br>the effect.<br>Very low certainty: we have very little confidence in the effect estimate of effect. | estimate; the true effect is likely to be close to the estimate of the ne true effect may be substantially different from the estimate of |
| Note: for further information, see the GRADE Working Group cla   | rifies the construct of certainty of evidence.  |
| See also: Handbook Version 6, Chapter 14.  |   |
| 'Gram' should be capitalized and not hyphenated when used<br>as Gram stain; gram negative and gram positive should be  | Gram-positive and Gram-negative bacteria  |
| lowercase and only hyphenated when used as a unit modifier.  | gram positive and gram negative bacteria  |
| e.g. Gram staining   | gram staining showed  |
| e.g. the bacteria were gram negative   |   |
| e.g. gram-positive and gram-negative bacteria  |   |
| handsearch   | hand search<br>hand-search  |
| e.g. We handsearched three journals.   |   |
| e.g. The handsearching process   |   |

hand washing

The studies investigated handwashing.

| Correct usage  |  |
|--|--|
| Note: present as two words unless being used to modify a noun.   | The studies investigated hand-washing.                           |
| e.g. The studies investigated hand washing for prevention  | The studies investigated handwashing promotion.                  |
| of infections.   | The studies investigated hand washing promotion.                 |
| e.g. The studies investigated hand-washing promotion for prevention of infections.   |  |
| health care (noun) or healthcare (adjective)   | -  |
| e.g. healthcare professionals (adjective)  |  |
| e.g. important aspect of health care (noun)  |  |
| I <sup>2</sup> statistic   | I-squared statistic<br>I-square statistic<br>I <sup>2</sup> test |
| intention-to-treat analysis  | intention to treat analysis                                      |
| internet   | Internet   |
| low-income, middle-income, and high-income countries   | developing countries<br>developed countries                      |
| Note: see the classifications of all countries according to their economies on the World Bank website  |  |
| multiple-drug resistance<br>multiple-drug resistant  | multidrug resistance<br>multidrug resistant                      |
| number needed to treat for an additional beneficial outcome  | number-needed-to-treat-for-an-additional-beneficial-outcome      |
|  | number needed to treat to benefit                                |
| number needed to treat for an additional harmful outcome   | number-needed-to-treat-for-an-additional-harmful-outcome         |
|  | number needed to treat to harm                                   |
| online   | on-line<br>on line   |
| open-label   | open label   |
| participant or person; participants or people  | _  |
| Note: use participant (for people participating in any<br>trials/studies mentioned in the review) or person instead of<br>subject or patient, unless it changes the meaning of the text<br>(e.g. people with ulcers rather than patients with ulcers). If trials<br>are exclusively concerned with a single population such as<br>children or women, use children or women instead of<br>participants. |  |
| per cent   | percent  |
| Note: see also <u>Guidance on usage and presentation of</u><br>commonly used symbols   |  |
| PICO: broadly speaking, PICO stands for 'population, intervention(s), comparison(s) and outcomes', but there is no   |  |

| Correct usage  |   |
|--|---|
| standard definition. For example, the 'P' can stand for<br>'participants', 'population' or 'problem', and the 'C' for 'control',<br>'comparator' or 'comparison(s)'. |   |
| preoperative   | pre-operative or pre operative              |
| perioperative  | peri-operative or peri operative            |
| postoperative  | post-operative or post operative            |
| quality:   |   |
| low-quality (adjective)  | low quality (adjective)                     |
| moderate-quality (adjective)   | moderate quality (adjective)                |
| high-quality (adjective)   | high quality (adjective)                    |
| e.g. high-quality studies  |   |
| random-effects model   | random effects model<br>random-effect model |
| regimen  | regime                                      |
| risk of bias   | 'risk of bias'                              |
| e.g. We assessed the risk of bias in the included studies using RoB 2.   | Risk of bias                                |
|  | risk-of-bias assessment                     |
| e.g. We assessed the risk of bias in the included studies using RoB 1.   | Risk of Bias Table                          |
| risk of bias assessment  |   |
| risk of bias table   |   |
| Note: For more about the names of Cochrane risk of bias tools, see <u>Names specific to Cochrane</u> .   |   |
| short-term or long-term (adjective)  | -   |
| e.g. short-term follow-up was three months   |   |
| short term or long term (noun)   |   |
| e.g. outcomes that occurred in the short term  |   |
| summary of findings table  | summary-of-findings table                   |
|  | Summary of findings table                   |
|  | 'summary of findings' table                 |
|  | SoF table                                   |
| subgroup   | sub-group<br>sub group                      |
| Tau <sup>2</sup>   | Tau-squared<br>Tau-square                   |

| Correct usage                                     |  |  |
|---|--|--|
|   | Tau <sup>2</sup> statistic<br>Tau <sup>2</sup> test<br>$T^2$<br>$\tau^2$ |  |
| text word   | textword   |  |
| time point  | timepoint  |  |
|   | time-point   |  |
| time-to-event analysis/data                       | time to event analysis/data  |  |
| wait list or wait-list control (US English)       | waitlist, wait list control  |  |
| waiting list or waiting-list control (UK English) | waiting-list, waiting list control                                       |  |
| website   | web site   |  |
| well-being  | well being   |  |
|   | wellbeing  |  |
| white (adjective)                                 | white (noun)   |  |
| e.g. The white participants                       |  |  |
| See also: Ethnic group names                      |  |  |
| World Wide Web                                    | world wide web   |  |