Critical Appraisal Skills Programme

CASP Checklist:
For Randomised Controlled Trials (RCTs)

Reviewer Name:	
Paper Title:	
Author:	
Web Link:	
Appraisal Date:	

During critical appraisal, never make assumptions about what the researchers have done. If it is not possible to tell, use the "Can't tell" response box. If you can't tell, at best it means the researchers have not been explicit or transparent, but at worst it could mean the researchers have not undertaken a particular task or process. Once you've finished the critical appraisal, if there are a large number of "Can't tell" responses, consider whether the findings of the study are trustworthy and interpret the results with caution.

Section A Is the basic study design valid for a randomised controlled trial?	
1. Did the study address a clearly formulated research question?	☐ Yes ☐ No ☐ Can't Tell
CONSIDER: *Was the study designed to assess the outcomes of an intervention?* *Is the research question 'formulated' in terms of:* • *Population studied* • *Intervention given* • *Comparator chosen* • *Outcomes measured?*	
2. Was the assignment of participants to interventions randomised?	☐ Yes ☐ No ☐ Can't Tell
CONSIDER: • *How was randomisation carried out? Was the method appropriate?* • *Was randomisation sufficient to eliminate systematic bias?* • *Was the allocation sequence concealed from investigators and participants?*	
3. Were all participants who entered the study accounted for at its conclusion?	☐ Yes ☐ No ☐ Can't Tell
CONSIDER: • *Were losses to follow-up and exclusions after randomisation accounted for?* • *Were participants analysed in the study groups to which they were randomised (intention-to-treat analysis)?* • *Was the study stopped early? If so, what was the reason?*	
Section B Was the study methodologically sound?	
4. (a) Were the participants 'blind' to intervention they were given?	☐ Yes ☐ No ☐ Can't Tell

(b) Were the investigators 'blind' to the intervention they were giving to participants?	☐ Yes ☐ No ☐ Can't Tell
(c) Were the people assessing/analysing outcome/s 'blinded'?	☐ Yes ☐ No ☐ Can't Tell
5. Were the study groups similar at the start of the randomised controlled trial?	☐ Yes ☐ No ☐ Can't Tell
CONSIDER: • *Were the baseline characteristics of each study group (e.g. age, sex, socio-economic group) clearly set out?* • *Were there any differences between the study groups that could affect the outcome/s?*	
6. Apart from the experimental intervention, did each study group receive the same level of care (that is, were they treated equally)?	☐ Yes ☐ No ☐ Can't Tell
CONSIDER: • *Was there a clearly defined study protocol?* • *If any additional interventions were given (e.g. tests or treatments), were they similar between the study groups?* • *Were the follow-up intervals the same for each study group?*	
Section C: What are the results?	
7. Were the effects of intervention reported comprehensively?	☐ Yes ☐ No ☐ Can't Tell
CONSIDER: • *Was a power calculation undertaken?* • *What outcomes were measured, and were they clearly specified?*	

• *How were the results expressed? For binary outcomes, were relative and absolute effects reported?* • *Were the results reported for each outcome in each study group at each follow-up interval?* • *Was there any missing or incomplete data?* • *Was there differential drop-out between the study groups that could affect the results?* • *Were potential sources of bias identified?* • *Which statistical tests were used?* • *Were p values reported?*	
8. Was the precision of the estimate of the intervention or treatment effect reported?	☐ Yes ☐ No ☐ Can't Tell
CONSIDER: • *Were confidence intervals (CIs) reported?*	
9. Do the benefits of the experimental intervention outweigh the harms and costs?	☐ Yes ☐ No ☐ Can't Tell
CONSIDER: • *What was the size of the intervention or treatment effect?* • *Were harms or unintended effects reported for each study group?* • *Was a cost-effectiveness analysis undertaken? (Cost-effectiveness analysis allows a comparison to be made between different interventions used in the care of the same condition or problem.)*	
Section D: Will the results help locally?	
10. Can the results be applied to your local population/in your context?	☐ Yes ☐ No ☐ Can't Tell
CONSIDER: • *Are the study participants similar to the people in your care?* • *Would any differences between your population and the study participants alter the outcomes reported in the study?* • *Are the outcomes important to your population?*	

• *Are there any outcomes you would have wanted information on that have not been studied or reported?* • *Are there any limitations of the study that would affect your decision?*	
11. Would the experimental intervention provide greater value to the people in your care than any of the existing interventions?	☐ Yes ☐ No ☐ Can't Tell
CONSIDER: • *What resources are needed to introduce this intervention taking into account time, finances, and skills development or training needs?* • *Are you able to disinvest resources in one or more existing interventions in order to be able to re-invest in the new intervention?*	

APPRAISAL SUMMARY: *List key points from your critical appraisal that need to be considered when assessing the validity of the results and their usefulness in decision-making.*		
Positive/Methodologically sound	**Negative/Relatively poor methodology**	**Unknowns**

Referencing recommendation:

CASP recommends using the Harvard style referencing, which is an author/date method. Sources are cited within the body of your assignment by giving the name of the author(s) followed by the date of publication. All other details about the publication are given in the list of references or bibliography at the end.

Example:

Critical Appraisal Skills Programme (2024). CASP (insert name of checklist i.e. randomised controlled trials (RCTs) Checklist.) [online] Available at: insert URL. Accessed: insert date accessed.

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