

Supplementary Material

Exploring how a patient encounter tracking and learning tool is used within general practice training: a qualitative study

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Supplementary File 1 – Focus Group and Interview Guides

Focus Group Guide

Introduction

Focus groups will start with an introduction of all participants (not recorded), followed by a confirmation of consent from each person regarding their participation and agreement for the conversation to be recorded. Topic/question sequence may vary depending on the composition of the group, i.e., groups may be comprised of only registrars or only supervisors/MEs.

Overall perceptions/experiences of ReCEnT

- What has been your experience of participating in ReCEnT?
- What observations can you share about how well ReCEnT is used as a training tool?

Learning approach and/or training plans

How do you identify your learning needs? (For registrars)

- What role do learning plans play?
- How does ReCEnT fit into this?

What are the factors that you take into account when choosing your next practice? (For registrars)

- Has reflection on your ReCEnT data influenced this in any way?
- Would access to ReCEnT practice reports help you to make decisions about choosing your next practice?

How do you identify a registrars' learning needs? (For Supervisors and MEs)

- Do you use the information and reports from ReCEnT? If so, what aspects are used, how, and for what purposes?
- What are your observations regarding how registrars consider ReCEnT information and reports when making decisions about future placements?
- Have you had a ReCEnT report for your practice? How do you use these reports?

Registrar self-reflection

How do registrars use ReCEnT to help them reflect on their clinical practice?

- How well do you think this process works?
- What would make it easier to use ReCEnT as a self-reflective tool?
- How do you encourage registrars to use ReCEnT in their self-reflection about their practice?

Currently, registrars are encouraged to use ReCEnT as a reflective tool and supervisors and MEs are encouraged to facilitate this reflection.

It has been suggested that ReCEnT could be used as a component of programmatic assessment. What is your opinion? How would that work for you?

Closing the interview

One of the purposes of this focus group is to help us develop the individual interview questions. What are your thoughts or ideas that could be valuable for us to explore further when we conduct individual interviews? What topics or questions did we miss that we should ask others?

Interview Schedule – Registrars

Introduction

Interviews will start with an introduction of the interviewer and brief review of project purpose (not recorded), followed by a confirmation of consent from the interviewee regarding their participation and agreement for the conversation to be recorded. Interviewees will be addressed by first name only, if required. Specific questions are intended to act as prompts for generating further discussion if/as required.

Overall perceptions/experiences of ReCEnT

What has been your experience of participating in ReCEnT?

- How useful was ReCEnT training (for data collection and understanding your ReCEnT report)?
- Did you discuss your report with your ME or your supervisor? If so, how did this work for you?

Registrar self-reflection

How do you reflect on your own practice?

- Where does ReCEnT fit in?
- How well did ReCEnT help you reflect on your clinical practice and learning needs?
- What worked well? What could be improved?

Learning approach and/or training plans

How have you used the information in ReCEnT reports to make decisions about your learning needs? [Explore clinical practice, patient mix, selection of term placements]

- Would you like access to the ReCEnT practice reports for practices you are considering working at?

What information in the ReCEnT report(s) helped you the most? What information would have helped you more in this regard?

How has participation in ReCEnT influenced your understanding of critical thinking, and interpreting data/audit findings for practical use?

Changing clinical practice

Can you tell me about any changes you made to your clinical practice in response to reflection on your ReCEnT report? [or in response to discussions about ReCEnT with ME/supervisor if applicable?]

Closing the interview

Currently, registrars are encouraged to use ReCEnT as a reflective tool and supervisors and MEs are encouraged to facilitate this reflection. It has been suggested that ReCEnT could be used as a component of programmatic assessment (that is, the overall assessment of how effective the training program is for you as an individual). What is your opinion?

Is there anything else you would like to add or that we have missed?

Interview Schedule – Medical Educators & Supervisors

Introduction

Interviews will start with an introduction of the interviewer and brief review of project purpose (not recorded), followed by a confirmation of consent from the interviewee regarding their participation and agreement for the conversation to be recorded. Interviewees will be addressed by first name only, if required. Specific questions are intended to act as prompts for generating further discussion if/as required.

Overall perceptions/experiences of ReCEnT

What has been your experience with ReCEnT?

- How do you use the information and reports from ReCEnT about your registrar(s)?
- Have you had a ReCEnT report for your practice? How do you use these reports? (For supervisors)
- What aspects of ReCEnT data collection and information/reports are working well?

Learning approaches and/or training plans

How do you determine a registrar's learning needs?

- Do you use the information and reports from ReCEnT? What aspects are used, how, and for what purposes?
- What information is missing from ReCEnT? What other sources do you use to determine learning needs for registrars?
- How do registrars make decisions about future placements? Are reports from ReCEnT used? If so, how? What other factors influence decisions about future placements?
- Would access to ReCEnT practice feedback reports help registrars make decisions about future placements? (For supervisors)

Registrar self-reflection

How well do registrars engage in self-reflection?

- How do you facilitate reflection prompted by registrars' ReCEnT reports?
- What would make it easier for registrars to use ReCEnT as a self-reflective tool?

Currently, registrars are encouraged to use ReCEnT as a reflective tool and supervisors and MEs are encouraged to facilitate this reflection. It has been suggested that ReCEnT could be used as a component of programmatic assessment. What is your opinion?

Closing the interview

Is there anything else you would like to add or that we have missed?