Supplemental Digital Appendix 1

Semistructured Interview Guides From a Study of Project-Based Quality Improvement Education, 2016–2017

Interview Guide for Program Participants

1. Can you begin with a brief description of your professional background?
   • Probe: Professional training, place of work, years of work experience, general work-related responsibilities

2. What kind of QI and PS activities were you involved in prior to participating in the QI education?

3. What factors affected your decision to pursue this QI education program?
   • Probe: Individual, professional, and organizational factors

4. What is your perception of the overall format and organization of the curriculum?

5. What is your perception of the content of the curriculum?

6. What aspects of the curriculum did you particularly find valuable? Why?

7. What aspects of the curriculum did you find limiting? Why?

8. Can you describe your experiences with the project component of the curriculum?
   • Probe: Project topic, progress on project, interactions with tutor/mentor/expert, continued work on project after program, organizational factors affecting project work

9. What was your experience of learning with individuals from other health care professional backgrounds?
   • Probe: Interprofessional composition of the group, nature of interprofessional interactions

10. What outcomes did you gain from participation in the program?
    • Probe: Knowledge, mentorship, career guidance, community of practice, interprofessional and intraprofessional interactions, changes in behavior, clinical practice change, professional position, promotion

11. Did the education affect your professional role and responsibilities? How?

12. How have you used the education from the curriculum in your practice?

13. Can you describe your activities and roles that would fall under a QI umbrella?

14. How do you conceptualize QI in relation to your professional role and responsibilities?

15. What professional and organizational factors support your QI activities?

16. What professional and organizational factors act as barriers to your QI activities and roles?
17. For participants who attended more than one of the education programs: Can you describe your perceptions of the differences between the curricula? Why did you pursue each one?

18. Is there anything that I haven’t asked you that would be useful to feedback about the QI education program or about your QI practices and roles?
Interview Guide for Coaches

1. Can you begin with a brief description of your professional role and work or role in QI and PS?
2. What is your training background in QI/PS?
3. How did you come to be involved as a coach? How long have you been a coach for?
4. What has been your experience so far being a coach?
5. What is your perception of your roles and responsibilities as a coach?
6. What have been your experiences working with specific learners?
   - Probe: Nature of interactions and meetings, types of expertise provided, needs of learners, changes in coaching approach over time
7. What are your thoughts about the organization of the coach role and involvement in the program?
8. What challenges have you experienced as a coach?
9. How do you view the project work in the certificate/masters/fellowship program?
10. Has the coach role been advantageous to you professionally?
11. Do you have any thoughts about whether and how the coach role should be improved?
12. Is there anything that I haven’t asked about that you think will be useful to discuss in relation to this QI education program?

Interview Guide for Program Directors
1. Can you begin with a description of your professional background and positions/roles in QI and PS?
   • Probe: Professional training, place of work, years of work experience, general work-related responsibilities

2. What are your role and responsibilities in the QI fellows/masters/certificate course?

3. Can you provide a brief history of the initial development of this QI education program?
   • Probe: Initial objectives, who was involved, driving factors, other developments in QI occurring at same time, original curricular elements, relationship to other QI/PS programs offered, interprofessional target audience

4. What learning principles or theories informed the development of the curriculum?

5. What were the early challenges or learning curves with implementing the curriculum?

6. How has the program evolved over the years?
   • Probe: Number and nature of participants, curriculum changes, objectives, project work

7. What are your perceptions and experiences of the project component of the curriculum?
   • Probe: Perceptions of project as core part of the curriculum, challenges of a project-based education program, coaching provided, perceptions of project progress

8. What do you think are the strengths of this QI education?

9. What do you think are challenges with this QI education?

10. What are your perceptions of the outcomes of this program?

11. What is your vision for how this education can be further integrated with practice? With policy?

12. Is there anything that I haven’t asked about that you think will be useful to discuss in relation to this QI education program?

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Interview Guide for Stakeholders
1. Can you begin with a brief description of your professional role and work or role in QI and PS?
   • Probe: Professional training, place of work, years of work experience, general work-related responsibilities

2. What is your relationship to the QI fellows/masters/certificate course?

3. What are your perceptions of the role of this type of QI education program?

4. How does this program fit into your organizational priorities?

5. From your perspective, how has the program evolved over the years?

6. What do you think are the strengths of this QI education?

7. What do you think are challenges with this QI education?

8. What are your perceptions of the outcomes of this program?

9. What is your vision for how this education can be further integrated with other education initiatives? Practice? Policy?

10. Is there anything that I haven’t asked about that you think will be useful to discuss in relation to this QI education program?

Abbreviations: QI indicates quality improvement; PS, patient safety.
*Participants were from a continuing professional development quality improvement program and a master’s quality improvement program at the University of Toronto, Toronto, Ontario, Canada, and a continuing professional development quality improvement program at St. Michael’s Hospital, Toronto, Ontario, Canada.