

Supplemental Digital Appendix 1

Guide for Resident Focus Groups

Purpose

“The purpose of the study is to use qualitative methods to describe residents’ perceptions of the aspects of the learning environment that facilitate the development of self-directed lifelong learning skills and are most conducive to the successful use of learning goals. You are being asked to be in this research study because you are a pediatric resident currently using ILPs [independent learning plans] and we would like to hear your perspectives on what makes learning goals and ILPs useful and what your residency can do to help them work well for you.”

Informed Consent

- “Before beginning the focus group, we will go over the information sheet. By participating in the focus group, you consent to participate in this study. You will receive a copy of this information sheet. “
- Answer any questions

Confidentiality

- “The information discussed in this group is confidential. All identifying information will be removed from the transcripts of the focus groups to maintain your confidentiality.”

Practical information

- Introduce investigators present
- “This focus group will last approximately 1 hour and will be audiotaped and later transcribed.”

Topics for the focus groups

- Experiences using learning goals in residency
- Residency support of learning goals
- Purpose of learning goals
- Factors related to successful use of goals
- How residents create and use goals

[See next page for questions]

Questions

1. Think about the learning goal that you have been MOST successful at completing or the goal that was most meaningful to you. Describe that goal and how you worked toward achieving it. *[This question was on a worksheet for residents to answer before the focus group, as a primer.]*
 - a. What characteristics of the goal contributed to your success?
 - b. How did the structure of the residency impact your success?
2. What factors are important for successful learning from your goals?
 - a. Characteristics of the goal?
 - b. Expectations about using goals?
 - c. Orientation/training re learning goals?
 - d. Time?
 - e. Flexibility in your schedule?
 - f. What role did faculty play in your development of and learning from your goals?
 - g. Are there other specific things that either facilitate or inhibit learning from goals?
3. What is the value for you of using learning goals in your residency? What have you learned from this experience of using learning goals (other than the actual content)?
4. How do you think you might use learning goals or the skills that you gained from using learning goals in the next stage of your career?
5. If you were in charge of the residency and could have three wishes for changes to how learning goals are used to make them more meaningful for you or increase your success at learning from goals, what would they be?

Additional probing questions will be developed during the focus groups by the facilitator.