Supplementary Online Content


eAppendix. Interview guide used during focus groups

This supplementary material has been provided by the authors to give readers additional information about their work.
eAppendix. Interview Guide Used During Focus Groups

Opening scenario

I'd like to start off with a clinical scenario.

It's 8am, and you're seeing your first patient of the day for a general exam. The patient is a 73 year old woman with several medical issues. After the history and exam, you realize you're uncertain about how to proceed with managing a specific issue. For the sake of discussion, imagine a topic that's within your scope of practice, but something you don't see all that often (perhaps the interpretation of an exam finding, a decision about a diagnostic test, or a choice of drugs). The patient is sitting there, and you're not sure how to proceed. With this situation in mind, ...

Questions (only the first question was asked in every session; all others were optional)

Questions posed in Session 1

1. What barriers do you face in finding timely answers to clinical questions as you care for patients?

2. What do you think would be solutions to these barriers?

3. What information sources do you use to find the answers to clinical questions as they arise in patient care?
   a. Why do you use those sources?
   b. Are there sources you would prefer to use, but do not? What prohibits you from using those alternate sources?

The following questions were added over the course of the study, in response to evolving themes

4. How do you go about finding an answer to your clinical question while you’re with a patient? [This became the first question starting with Session 7]

5. What, other than time, is a barrier when you’re in the room with the patient?

6. How do you decide which colleague to call?

7. When do you do most of your learning about specific patients?

8. What do you study after hours? How does that differ from the work day learning?

9. How have your learning habits changed over time?

10. What would be the ideal way of learning in the context of patient care?

11. What can we as an institution do to facilitate learning in the context of patient care?
Midway through session

Back to the clinical scenario:
It's later the same day. You are in your office, preparing for your afternoon appointments by reviewing the notes and test results of the patients on your calendar. You pause when you reach Mr. Jones, because you don't quite know how to interpret this pattern of laboratory and test results. You have 5 minutes before your next appointment.

What do you do?

Closing
I don't know all of the issues and questions that should be discussed. Is there an "elephant in the room" that we should be talking about, that we have not? (pause)

Is there anything else you'd like to share before we close?