

## Supplementary materials

### Interview Protocol A

#### Introduction

##### 1. Introduction

Thanks for agreeing to this interview.

We are conducting a needs assessment for the ACES course

##### 2. Background

- a. Goal of the ACES course - provide the learner with the necessary knowledge, skills and attitude to recognize and manage a patient who is acutely and critically ill in the first hour of presentation
- b. Modality of the ACES course - multimodal: e-learning, book, case seminars, technical skill workshop, simulation, and bedside tools

##### 3. Purpose of the needs assessment

- a. Interest expressed by various groups to customize the ACES course to a specific population
  - b. Facilitate the dissemination of the course across Canada
  - c. Exploring interest in an interprofessional course
  - d. Explore business models that would facilitate dissemination
  - e. Explore peer-review process and means of promoting academic contributions of faculty
4. Please let us know if you are NOT in a position to answer some of the questions (e.g. vice-dean discussing weaknesses of residents during resuscitation)
5. Interview will be recorded; all information will be kept confidential; not a research project but part of the curriculum development

#### Demographics

1. What is your professional designation?
2. What are your current roles?
3. Can you let me know what type of institution you work in (Community Hospital, Secondary, Tertiary, and Quaternary)?
4. When it comes to responding to a crisis, what is the usual makeup of the team in your institution?
5. Are you familiar with the ACES course? Have you participated or taught an ACES course?

## Content

1. When it comes to responding to a crisis, what are the team's strengths?
2. When it comes to responding to a crisis, what are team's weaknesses?
3. Probes
  - a. What about (mention any members of the team that have not been addressed)
4. At the end of the course, the learner should be able to..... (Please list the 5 most important performance objectives)
5. Is there anything else that you can think of that we have not discussed?

## Course format

1. Do you think that pre-course on-line content would be useful?
  - a. Do you anticipate that you or your learners may have any problems accessing online material?
  - b. What is the purpose of having pre-course on-line content?
    - i. Teaching knowledge, decision-making, other?
    - ii. Preparation for the face-to-face course
    - iii. Assessment of learners?
    - iv. Others
  - c. What should be the duration of a pre-course on-line session?
  - d. Should the pre-course on-line content be mandatory?
    - i. If so, can you think of ways to ensure your or your learners compliance with mandatory online content?
  
2. Do you think that post-course on-line content would be useful?
  - a. Would it be useful for you to have access to the pre-course on-line content after the course for further revision? How long?
  - b. What is the purpose of having post-course on-line content?
    - i. Teaching knowledge, decision-making, other?
    - ii. Preparation for the face-to-face course
    - iii. Assessment of learners?
    - iv. Post-course assessment of knowledge retention
    - v. Others
  - c. What should be the duration of an on-line session?
    - i. Post face-to-face course

- d. Should post-course on-line content be mandatory?
    - i. If so, can you think of ways to ensure your or your learners compliance with mandatory online content?
3. Do you think that the program should have a face-to-face course?
- a. How long should the course be?
  - b. What should be the preferred modalities?
    - a. Simulation?
    - b. Case-based seminars?
    - c. Technical skills workshops?
    - d. Didactic lecture?
    - e. Other?
  - c. What should be the relative proportion of time spent for each modality?
    - a. Simulation?
    - b. Case-based seminars?
    - c. Technical skills workshops?
    - d. Didactic lecture?
    - e. Other?
  - d. Should the pre-course material be reviewed during the face-to-face course?
  - e. What should determine the instructor to participant ratio?
    - a. Simulation?
    - b. Case-based seminars?
    - c. Technical skills workshops?
    - d. Didactic lecture?
    - e. Other?
  - f. Tell me what you think about making this course interprofessional...
    - a. What would be the advantages?
    - b. What would be the challenges?
4. How complicated is it for your institution/organization to organize a course that contains a large components of simulation training?
- a. Do you have access to simulation laboratory with the required equipment?
  - b. Do you have access to simulation engineer
  - c. Do you have trained instructors
  - d. Do you have course co-coordinators with experience delivering such courses

## Market analysis

1. What do you like most about the ACES course?
2. What changes would most improve the ACES course?
3. Do you know of competing courses currently available?
4. What do you like the most about these other courses?
5. What changes would most improve these other courses?
6. If you are not likely to deliver the ACES course, why not?
7. What would make you more likely to deliver the ACES course?
  - a. Is costing an issue?
  - b. Are difficulties delivering the ACES course an issue?
    - i. Low participants to instructor ratio
    - ii. Space
    - iii. Equipment
    - iv. Personnel (simulation engineer, trained actors, course coordinator)
8. Imagine that you are tasked to widely disseminate this course in order to improve patient care. Can you think of a business model that would favor wide dissemination?
  - a. Keeping in mind that there is a cost related to the development and dissemination of the material.

## Peer review process

1. Do you have any suggestions on how to best organize and facilitate the peer-review process?
  - a. Initially
  - b. On an ongoing process

## Recognition

1. How could the Royal College best recognize your or your institution's contributions in the creation and delivery of the ACES course?
  - a. Would it help if creators were informed of their material evaluations and extent of dissemination? How often?
  - b. Would including the sums invested in the completion of the project be useful as a means of recognition?

## Interview Protocol B

### **Preamble:**

*This study is investigating how using evaluation practice (i.e., conducting evaluations within your organization) can contribute to organizational learning both in terms of learning more about evaluation but also more broadly for the organization. You have been asked to participate in an interview as you are a central part of the annual ACES evaluation (either as part of the leadership or staff). The interview will be divided into three sections: 1) motivations, assumptions, and expectations of conducting evaluations, 2) sustainable evaluation practice, and 3) ACES participant feedback.*

### **I Motivations, Assumptions, and Expectations of Conducting Evaluations**

1. What are the motivations, assumptions and expectations of conducting evaluation?
  - Why engage in conducting an annual evaluation of the ACES program?
  - What are your assumptions about the process and outcomes of the evaluation?
  - What do you expect when the evaluation is complete?
  - What do you typically do with the evaluation report?
  
2. We are interested how you build evaluation into the practices of the ACES program. That is, what are the strategies you need to utilize to make evaluation an annual practice for your organization? (Probes listed below are to prompt the interviewee. If possible, try not to lead with these)
  - Technology? (e.g., online tools)
  - Meetings? (e.g., specifically to discuss the evaluation)
  - Communication? (e.g., how is evaluation-related communication conducted?)
  - Training? (e.g., to learn more about evaluation procedures/processes)
  - Technical assistance? (e.g., receiving help from an internal/external evaluator)
  - Time allotment? (e.g., allocated time to conduct the evaluation)
  
3. Who designed the evaluation currently used in the annual ACES evaluation?
  - What considerations had to be taken when designing the evaluation?
  
4. Can you describe how the evaluation is implemented each year? (Probes)
  - What steps are put in place?
  - Is there a lead evaluator or an evaluation team in place?

5. How does it typically take to complete the evaluation (e.g., data collection, analysis, and report writing)?

## **II Sustainable Evaluation Practice**

6. Can you describe your current evaluation policies and procedures (Prompts)
  - Do you have an internal evaluator or evaluation team?
  - Structures to determine when the evaluation should take place and how it is to be implemented
7. Do you have any kind of evaluation guidelines for staff to follow when conducting the evaluation?
8. What, if any, are the current resources dedicated to the annual evaluation of the ACES program? (Prompts)
  - Funding
  - Personnel
  - Technological resources (e.g., online survey development)
  - Material resources
  - Other
9. Is there an organizational vision as to why the annual evaluation is conducted?
10. How pervasive is evaluation capacity within the organization? That is, does the knowledge rest with one or a few individuals or is it dispersed to others?
11. Other than the annual evaluation, are there other evaluations conducted on this program throughout the year?
12. What is the primary use for the evaluation's findings? (e.g., decision making, accountability, improvements)

13. Are the evaluation findings shared external to the organization? If so, with whom? If not, why?

### **III ACES Participant Feedback**

14. Do you think that having the course in different cities has an impact on overall satisfaction?

15. What structural and/or programmatic changes occurred after 2010? (Background – respondents rated that course as “more appropriate” after 2012, simulation was “more appropriate”, and simulation was “less stressful”)

16. Respondent feedback data is indicative of an increasing trend in terms of course relevancy to the needs of ICU fellows. How do you account for this increasing trend?

17. Respondent feedback, particularly from 2012 to 2013, indicates a decline in perceptions of gaining crisis resource management skills from the simulator sessions. How do you account for this decline? What has been done, if anything, to address this issue?

18. Many respondents have commented that they would “like more high fidelity simulation”. Is this something that is being considered for future offerings?

19. Is there anything that I may not have asked you and you’d like us to know?

**Thank you for your time!**