Attachment 3: Triangulations protocol

Category	Subcategory	Final year medical student (MS)		Office pediatricians (OP)	
		Qualitative (4 focus group discussions)	**Quantitative**	**Qualitative (1 focus group discussion)**	**Quantitative**
Infra-structure and Logistics	Room	"Since all the rooms were usually occupied and there was no time or space, I'd have to do the patient's complete exam" (1/71) "I never had my own room" (4/96)	7/11 claimed to have had personal work space 8/11 had a separate room for breaks	"I wish I'd had my own room" (416)	not applicable (n/a)
	Commute	"The office was 10 minutes by bike from my place" (2/327ff) "I took the car to save time, the train would have taken twice as long." (4/307)	10/11 by bicycle, 2/11 by car and 3/11 by train (multiple choice answer)	"It was an issue for my students that my office isn't near the city. It was not possible for them to go home during their lunch break " (405)	n/a
	Financial aspects	"I took the car to save time, […] I couldn't do that for 3 months, as that caused me financial problems" (4/307ff)	64% (7/11) claimed it cost more to get to their workplace, 2/11 even over 20€/month	"The financial compensation [that we receive] does not account for our actual worktime [teaching students]." (570)	n/a
	Schedule	"The problem was that the lunch break was too long" (4/318) "The day was much longer than days at the hospital. [I had to leave] the house before 8 a.m. and sometimes didn't get back home until 7:30 p.m." (4/329ff)	11/11 got a regular break 11/11 had a regular work schedule	"They couldn't go home during their lunch break/ […] so I said that we've got to document the hours somehow and balance things out somehow else." (405f)	n/a
	Time (for teaching activities)	„Teaching time was scheduled into the [physician's] calendar (2/50)	10/11 thought that their teaching physician had enough time for them	"It [teaching] stimulated me, but I noticed that it takes a lot of time" (16)	6/7 thought that they had enough time for their students

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		Qualitative (4 focus group discussions)	**Quantitative**	**Qualitative (1 focus group discussion)**	**Quantitative**
Learning and Teaching	Learning opportunities and learner entrustment	"At first, I did a lot of shadowing. Towards the end I did my own well-child visits" (4/121) „A one-on-one teaching situation" (3/13) „Sometimes they [teaching physicians] sat down next to me and said: Go ahead and try it. It felt good that they trusted me and took time." (2/31) "We weren't taken advantage of"(1/779) "He [the physician] taught me something without my having to ask for it" (2/285)	Seeing patients with only indirect supervision in sufficient quantity: 6/11 completely agree 5/11 agree somewhat 11/11: More entrustment in professional activities throughout the rotation	„At first, the student shadowed me and then we proceeded to have her do things actively while I sat next to her and supervised. That was very time consuming. Then, I sent her into the exam room by herself and joined her later to have her describe the case to me, and then I'd examine [the patient] myself" (274) „We were able to let them work independently. We always checked afterwards." (87)	It was easy for me to entrust professional activities: 4/7 completely agree 2/7 agree somewhat 1/7 disagree somewhat Teaching students can be incorporated in the office schedule: 4/7 agree completely 2/7 agree somewhat 1/7 neutral
	Communication/ Feedback	"During my first week, I got a lot of feedback." (3/114) "For a while I did things on my own, but there was always a physician in the room. I never experienced that at the hospital […] that someone was right there and gave feedback" (1/285)	11/11: Regular communication with teaching physician 10/11: Communication was initiated regularly by both student and teacher	"One of my main goals was to achieve a change of perspectives and understand the students' view " (125) "One student said that they'd heard a cardiac murmur and could that be a heart defect. To say that in front of parents is problematic. We then talked about how to communicate in different ways." (267)	n/a

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		Qualitative (4 focus group discussions)	**Quantitative**	**Qualitative (1 focus group discussion)**	**Quantitative**
Learning and Teaching	Structured learning	“[the structured curriculum] is not necessary to that extent. But input and structure are helpful. (3/228)“ „I thought it was helpful to have it [a structured curriculum] in writing so that I could say: See, this is how it’s supposed to be.“(4/249ff)	7/11 found the structured curriculum was helpful.	“I found it [the structured curriculum] very, very good to have a guideline to follow throughout the 4 weeks.” (6). “A [info] package initially for an introduction” (GD 503)	4/4 thought that the structured curriculum was helpful.
	Learning progress	“All the well-child visits“ (2/70ff) “Interacting with children” (2/83, 2/464) “I have never done a physical examination on so many children“ (3/351ff) “I have never looked into that many ears” (3/367) “Healthy children” (4/35) „At first, I had a hard time seeing the ear drum at all.“ (3/367)	The self-reported overall learning progress for the students: 7/11 very good 4/11 good	“The students take the history and do a physical examination and have them describe that and then talk about it. […] That way you make medical learning progress, but it is also about feedback culture and soft skills. (257ff)	The physician-reported overall learning progress for the students: 4/7 very good 3/7 good