

Supplementary Appendix

Supplementary Figure 1. Questionnaire completed by each attending participant at each CBL session. Participants were verbally informed that with regards to value: 1 represents no value and 10 represents maximum value and with regards to acceptability: 1 represents not all acceptable and 10 represents maximal acceptability.

Name & Job Title (+yr) _____

Date _____

1. Not including today's session, please note time spent **within work hours** on CBL related activities this week.

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2. Not including today's session, please note time spent **outside of work hours** on CBL related activities this week.

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3. During today's session were you able to attend on time and was your session interrupted for any reason? If so, please document timing of any interruption(s) (minutes) and reason(s).

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4. On a scale of 1 to 10, what was the perceived education value of this week's CBL session?

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5. On a scale of 1 to 10, what was the perceived educational value of any other education sessions attended this week? Please specify name of educational session(s) and assigned score(s) and who role of educational lead (e.g. consultant oncologist, nurse practitioner)

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6. On a scale of 1 to 10, what was the perceived acceptability of this week's CBL session in relation to time and resources required to run the session?

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7. Please make any comments regarding this week's educational activities, including what worked well or did not work so well.

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Supplementary Figure 2. Questionnaire completed by each participant at the end of the 20-week CBL program.

Name: ____

Please rate each statement on a scale of 1-10.
(1 = Strongly Disagree, 10 = Strongly Agree)

1. I hope to continue partaking in the trainee-led case base learning (CBL) programme on a weekly basis.

1 2 3 4 5 6 7 8 9 10

2. I would be able to partake in an ongoing CBL programme on a weekly basis and am able to schedule other clinical commitments around this programme

1 2 3 4 5 6 7 8 9 10

3. Interruptions as a result of other clinical commitments during CBL sessions did not have a significantly detrimental effect on the value of the CBL programme

1 2 3 4 5 6 7 8 9 10

4. The benefit of CBL sessions in terms of their educational value justify the time spent in, and preparing for, sessions

1 2 3 4 5 6 7 8 9 10

Please assign each of the following sessions a score, as per their perceived general utility for learning topics related to medical oncology. (1 = Not at all useful, 10 = Extremely useful)

- CBL _____
- Consultant led teaching sessions _____
- Journal Clubs _____
- Friday Forums _____
- Grand Rounds _____

What were the strengths and weaknesses of the CBL programme?

Please consider including comments on:

- How presence/ absence of a consultant impacted on utility of sessions
- Whether there have been occasions where your practice has been effected by anything you have learnt in CBL
- Whether you preferred sessions whereby one case was discussed in more detail or where a number of cases were discussed more superficially and reasons
- Perceived utility of generating a question during the session and then researching it and presenting your findings the following week.
- Any perceived barriers to ongoing CBL

ANSWER:

Please comment below with regards to any strengths and weaknesses of each of the above.

- Consultant led teaching sessions

ANSWER:

- Journal Clubs

ANSWER:

- Friday Forums

ANSWER:

- Grand Rounds

ANSWER:

Supplementary Table 1. Thematic analysis of qualitative data.

<u>Theme</u> <u>Identified CBL</u> <u>as:</u>	<u>Participant comments verbatim:</u>
Providing relevant and beneficial discussion	<p>“There were occasions that the discussions we had increased my knowledge and allowed me to feel more confident with certain patient episodes as we had discussed it in the previous sessions. It definitely improves my practice.”</p> <p>“Great to work through a complicated case with multiple lines of therapy”</p> <p>“Overall, I have found CBL an excellent learning tool. It is extremely relevant to my practice. The education is focused and appropriate.”</p> <p>“Discussion around visceral crises in metastatic breast cancer was helpful in explaining evidence, management options and even in definition”</p> <p>“Discussion most beneficial”</p> <p>“I learned from this interaction and all engaging”</p> <p>“Varied discussion & breakdown of terms and how decisions are made. Very interactive and engaging”</p> <p>“Excellent opportunity of discuss cases and share knowledge & ideas”</p> <p>“Once again a very informative session, great to discuss as a team”</p> <p>“Great discussion. Very informative”</p> <p>“Excellent case & case discussion. Balance of complex issues discussed”</p> <p>“Excellent discussion” x 3</p> <p>“Great conversation”</p> <p>“Good discussion around first line treatment for poor risk renal cell carcinoma”</p> <p>“Excellent session again. Very informative and interactive”</p> <p>“Evidence based discussion around management of bladder cancer was excellent. It was also great to learn about rationale for variations in practice in first line metastatic setting post chemo”</p> <p>“Interactive. Great discussion”</p> <p>“Great discussion and breakdown of individual components impacting decision making”</p> <p>“Excellent interactive session”</p> <p>“Again excellent discussion and thought provoking. Really enjoyable”</p> <p>“Great to talk through cases and discuss options”</p> <p>“Great interaction and participation of group”</p> <p>“Another great discussion and idea generating”</p>
Generating a safe space for collaborative learning	<p>“Great discussion in a safe space allowing for greater educational opportunity”</p> <p>“Safe space to learn”</p> <p>“Excellent. Very relevant and needed education in a safe space”</p> <p>“It provides a safe space for learning and discussion.”</p>

	<p>“CBL becomes an opportunity to learn the basics of Oncology. It is a setting where you can ask questions without embarrassment or fear or judgement from senior doctors.”</p> <p>“Great session as always. Love looking at cases with the group”</p>
A time efficient method for learning	<p>“New trial of presenting multiple new cases from the week, therefore no preparation time, worked well”</p> <p>“Discussion of recent new patient cases means no preparation which is beneficial during weeks when clinical workload is high and it works well”</p> <p>“CBL allows for maximal learning to time invested ratio.”</p> <p>“Compared to CBL, sometimes consultant directed teaching sessions require a lot of preparation time with more limited learning in relation to preparatory time”</p> <p>“Time spent preparing for sessions as a chair was well spent. I felt I was consolidating my knowledge on the topic during this time”</p>
Generating relevant and beneficial self-study questions	<p>“Good to follow up on the evidence from the week prior”</p> <p>“Great to cover topics discussed last week”</p> <p>“Valuable to gather multiple people of varied training backgrounds to probe where any knowledge weakness was present & follow this up next week.”</p> <p>“Utility of CBL increased significantly by generating questions and then researching/ reading around them”</p>
A method for practical learning	<p>“Reviewing images in attempt at improving skills in radiology was very useful”</p> <p>“Great practical session”</p> <p>“Reviewing scan images and comparing them to clinical findings was helpful.”</p>
Impacted by presence of a specialist	<p>“I did not see the absence of a consultant as a weakness. It was a bonus when they were there for consolidation of learning from their experience, however the discussion without them, and researching the answers together was very conducive to learning”</p> <p>“Consultant joined for period of time and good to get their input”</p> <p>“Excellent to have consultant present. Interesting and controversial case”</p> <p>“Great to have consultant available for discussion”</p> <p>“Discussion always works well. Involvement from other consultants was beneficial”</p> <p>“I did not feel that the presence/ absence of a consultant impacted the value of sessions.”</p> <p>“Would be improved by more regular consultant input”</p> <p>“Utility of CBL was enhanced by the presence of a consultant”</p>
Positive experience	<p>“Great session, very worthwhile”</p> <p>“Great session” x 3</p> <p>“Excellent”</p> <p>“Another excellent session”</p> <p>“Excellent as always”</p> <p>“Brilliant”</p> <p>“Loved it! Great session”</p> <p>“Great educational opportunity”</p> <p>“Excellent session”</p>

	<p>“CBL was good”</p>
Impacted by other clinical commitments	<p>“There will always be interruptions as there is not “protected” study time. However, we have effectively worked around this.”</p> <p>“I found I had to choose whether to go to Friday Forum or CBL as both were on Fridays and I could not leave the Day Treatment Centre for both. My preference was to attend CBL which offered education more in line with my learning goals.”</p> <p>“Late to session due to ED call”</p> <p>“Late due to clinical work”</p> <p>“Pagers, phone calls & lateness of trainees detracted from benefit of session”</p> <p>“Number of interruptions detracted from session”</p> <p>“Interruptions negatively impacted on sessions”</p> <p>“Much improved with less interruptions this week”</p> <p>“The group size was very small - when someone is called away, or not available it impacts the discussion.</p> <p>“The main barrier to CBL for me was clinical commitments, in particular emergency reviews for trial patients”</p>
Other	<p>“Attended virtually, worked well”</p> <p>“Personally, I preferred the sessions when new patient consults were discussed. This required no additional preparation for the person presenting, and involved real time discussion about the patient/ disease and treatment plan. This also opened the session for multiple people to present- sessions could continue if the allocated presenter was absent.”</p> <p>“Great format (reviewing new patient cases from the week)”</p> <p>“Knowledge has increased and this has helped my practice”</p>