

Interview Guide

Research Title:

Competency-Based Case-Based Learning (CBL) Combined with Flipped Classroom Training for CSSD Nurses: A Mixed-Methods Study

Interviewees:

Clinical nurses who participated in the combined CBL and flipped classroom training program

Interview Objective:

To gain an in-depth understanding of nurses' lived experiences of participating in the combined CBL and flipped classroom training, their perceptions of how this training influenced clinical practice, and the factors that affected learning outcomes.

Interview Introduction

This interview is an important part of the study and is intended to complement the quantitative findings by exploring your personal experiences, feelings, and views in greater depth. All information shared in this interview will be kept strictly confidential and used for academic research purposes only. Your name will be replaced with a code to protect your identity. The interview is expected to last approximately 30–45 minutes and will be audio-recorded throughout. Do you understand this information and agree to participate in the interview?

To begin, could you briefly describe your years of work experience, your department and role, and your overall participation in this training?

Before taking part in this training, were you familiar with Case-Based Learning (CBL) or the flipped classroom approach?

Part I: Perceptions and Comparisons of the Teaching Methods

1.1 Compared with the traditional lecture-based training you have attended before, what do you think is the most significant difference in this combined CBL and flipped classroom model? Could you describe how engaged you felt during the sessions?

1.2 In your view, what are the advantages of the combined CBL and flipped classroom model compared with traditional lecture-based training?

1.3 What was your experience of completing pre-class learning through videos? How did this pre-class preparation affect your learning pace?

Follow-up: Did you experience any difficulties or adjustment period? How did you adapt?

1.4 During group discussions or collaborative problem-solving activities, how did you interact with your colleagues? Did these interactions lead to any new insights or learning gains?

Part II: Impact on Clinical Practice

2.1 After completing this training, have your ways of thinking or handling quality-related issues in daily work changed compared with before?

2.2 Did this training change the way you approach the reporting and management of adverse events?

2.3 How did the scenario simulations or role-playing activities in the training help you deal with unexpected situations in actual work, such as incident response? Did you notice any changes in your preparedness or confidence?

2.4 After the training, did you notice any positive changes in your communication and

collaboration with clinical departments or other units? If so, how did these changes come about?

Part III: Learning Challenges and Coping Experiences

3.1 Did you find it difficult to balance shift work, personal life, and the training requirements, especially pre-class video learning and post-class reflection? Did this self-directed learning approach create pressure for you?

Follow-up: What was the main source of that pressure?

3.2 During the learning process, were there any aspects that you found particularly demanding or difficult to adapt to?

3.3 Did you encounter any difficulties in using the online learning platform during the training? How did you deal with them?

3.4 How would you evaluate the difficulty level of the cases used in the training? Would you have liked more support from the instructors or the organizing team?

Part IV: Contextual Factors Influencing Learning Outcomes

4.1 Besides the teaching method itself, what other factors do you think had an important influence on your learning outcomes? For example, the quality of the teaching resources (such as cases and videos) or other learning materials?

4.2 What specific support did your department or hospital provide for this training, such as schedule adjustments or dedicated study time? How important was this support to you?

4.3 Did your personal career plans in sterile supply services or nursing influence your motivation and level of engagement in this training?

4.4 During the training period, when you faced a heavy workload or personal commitments, how were your learning progress and completion affected?

Part V: Summary and Additional Comments

Overall, do you think the combined CBL and flipped classroom model is suitable for current clinical training? If this training continues in the future, what specific improvements would you suggest?

Is there anything else about this training that you think is very important but that we have not discussed?