

Focus Group Schedule – use of iPads within student supervision

A. Pre-discussion: 5 mins

1. **Check** everyone is assembled, comfortable, and can see one another.
2. **Thank** everyone for coming along to help with this research on the experience of using iPads within your student supervision.
4. **Check** everyone has a **name-tag**
5. **Introductions** around the room. Introduce your own roles:
Moderator – to be a facilitator of the group discussion
6. Ensure **audio-recorder is working**.
7. Go through **confidentiality issues affecting the group**:

Main concepts:

- Discussions in the group need to be kept confidential and therefore not discussed outside of the group.
- Participants' opinions will be treated in confidence among the researchers for the purpose of the research, and in dissemination of this research.
- The group discussion will be audio-recorded.
- Names that are mentioned in the group will not be transcribed
- Make participants aware that Elizabeth will need to listen to the audio recording as part of the analysis process to ensure accuracy of transcription. No other researcher will be listening to the recording.
- Moderator to ask if they have permission to use participants' names in the group
- Check if there are any participants who do not want their name to be used on the recording. If there are, moderator to indicate that they will try not to use the person's name.

8. Encourage participants to talk to each other and ask each other questions about what comes up in the discussion, so that they can explore different points of view about the use of iPads within supervision
9. Remind the group that once the discussion has commenced it will not be possible to withdraw data from the study at a later time.
10. Check there are no objections to use of the audio-recorder, then switch it on. (Participants who object will need to withdraw from the study before it is turned on).

B. Discussion goals: 5 mins

Get the group to remember back to using the iPad during sessions with their students.

Indicate there are two main goals for the focus group:

- a. to talk in more depth about the positive aspects of using the iPads within student supervision,**
- b. to talk about the negative aspects of using the iPads within student supervision which are barriers to its routine use,**

There are no right or wrong opinions about this. We want you to feel comfortable saying what you really think and how you really feel about using the iPads.

C. Main discussion prompts: 45 mins

General opening prompts:

1. Describe your use of videoconferencing with iPads for supervision interactions within clinical sessions.

2. What do you believe were the benefits of using the iPads during the clinical session?

Prompts: student/supervisor confidence; technical benefits; efficiencies; opportunities for independent practice development.

3. What do you believe were some of the barriers to using the iPads during the clinical sessions?

Prompts: student / supervisor confidence, technical challenges, frustrations with process.

4. What was your perception of the patients' response to the use of the iPad during the clinical session?

5. Did you feel you were able to access / provide enough support through the video conferencing with the iPad during the session?

Prompt: encourage group members to describe

6. Think back to the training you had in the use of the iPad – can you comment on the effectiveness of the training and how confident you felt using the iPads following the training?

7. What suggestions do you have for the utilisation of iPads during clinical sessions with students?

7. Can you comment on how the iPads may have influenced the development of you / your student throughout their placement?

Prompts: confidence in independent practice, opportunities for students to develop their own style, therapeutic or clinical skill development.

8=. FOR SUPERVISORS ONLY: Think back to your original ideas about the use of iPads within student supervision – were your ideas reinforced or countered by your experience in using the iPad in the sessions with students?

D. Finishing up

5 mins

If it flows, use the responses from section C, to summarise.

"It sounds like the group think that....."

Give the group a chance to correct anything you have summarised

"Would you say that this is an accurate representation of the discussion? Is there anything that needs to be corrected?"

Give the group a chance to make any further comments by saying:

"I have no further questions to ask, but is there anything else you would like to bring up, or ask about, before we finish this session?"

Thank the group for their time and communicate to them that the discussion has been most valuable.

Inform the group that they are welcome to stay to have something to eat and drink.

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