

## Supplemental Digital Appendix 1

### **The Oral Case Presentation: Guide for Interviewing Trainees. From a Study of Trainee and Supervisor Perspectives on Oral Case Presentation, University of Toronto Faculty of Medicine, 2015–16**

#### **Demographics**

1. What year of training are you in?
2. If not a med student: where did you do your medical school?
3. How much time have you spent on core Internal Medicine rotations? (*less than 3 months, 3–6 months, more than 6 months*)
4. Where have you done these rotations?

#### **Interview Guide**

1. What do you think is the point of doing oral case presentations?
2. How did you learn how to do an oral case presentation? *If talking about synthesis / relevance – ask HOW is this learned*
3. What do you learn from case presentations?
4. What factors contribute to learning from an oral case presentation? *Consider asking about feedback, focus on performance vs. learning*
5. What factors inhibit learning from an oral case presentation? *Consider asking about interruptions*
6. Do you think the oral case presentation is used in your assessment and evaluation?  
*For seniors: ask about preparation of juniors for their case presentations; if talking about synthesis/relevance, ask HOW they teach this*
7. As a \_\_\_\_\_ (woman, man, international grad), do you feel this impacts supervisors' perceptions and assessments of your case presentation abilities?
8. What areas of the CANMEDS framework do you think the oral case presentation represents?
9. A) Does the timing of an oral case presentation affect your experience? I.e., daytime to vs. post-call in the morning? *Can also prompt: presenting without reviewing with senior*  
  
B) What about audience? (Presence of other team members, vs presenting just to senior/ staff, etc.)
10. What are the essential components of an effective oral case presentation? Most common mistakes or inadequacies of an insufficient oral case presentation?
11. If we were to standardize these skills, what are the most important skills to highlight for other trainees? Is standardization necessary or required?

## Supplemental Digital Appendix 2

### The Oral Case Presentation: Guide for Interviewing Faculty. From a Study of Trainee and Supervisor Perspectives on Oral Case Presentation, University of Toronto Faculty of Medicine, 2015–16

#### Demographics

5. How many years have you been attending on the CTU?
6. How many weeks of CTU do you attend on per year?
7. How many oral case presentations do you hear on a daily basis?

#### Interview Guide

12. What do you think is the greatest value of the oral case presentation?
13. Do you have different expectations of the oral case presentation between a senior medical student and a PGY1? Why or why not?
14. Do you routinely teach/provide feedback to students while presenting the oral case report? **Explore:** *What is feedback? Who do students take feedback from? Does receptivity to feedback factor into your impression? Is there a credibility gap? Do you label feedback? Do you give feedback every time? What does feedback depend on? (Time, surroundings, audience)*
15. What areas of the CANMEDS framework does it help you to evaluate? **If** interviewee has trouble, can prompt with – *Med Expert such as data gathering, clinical reasoning, knowledge; Scholar, Communicator, Manager, Advocate, Collaborator, Professional. Do not prompt otherwise.*
16. Do your expectations take into account the timing of presentation – i.e., trainee being post call? **Explore:** *Do you take into account whether they've reviewed with the senior? How many consults have been done by that trainee? Audience?*
17. The trust relationship with trainees – what affects this relationship? *Location of training – School U of T vs. another school, Canadian trained in Ireland, Caribbean, IMG status, gender; previous errors*
18. Can you comment on the interplay between confidence and competence when it comes to the oral case presentation?
19. What are the essential components of an effective oral case presentation?
20. Most common mistakes or inadequacies of an insufficient oral case presentation? Can you give an example of a “problem learner” – *if needed, can prompt different types – medical expert issues, serious problems / external problems, attitude problems?*
21. If we were to standardize these skills, what are the most important skills to highlight for trainees? Is standardization necessary or required?
22. Do you use the oral case presentation as a diagnostic tool to assess the learner? How?

23. Overall, does the oral case presentation inform or influence the global evaluation of trainees?
24. How do you balance the parallel tasks of diagnosing the learner and gathering adequate patient information?