

Supplemental Digital Appendix 1

Instructions and Semi-Structured Interview Guide for Student Feedback Sessions*

Mini-lecture on curriculum development and purpose of feedback (CMG)

- Six-step curriculum development method (schematic)
- Their role in evaluation and feedback
- Overall goals of the course
- Reminder that session will be audio-recorded and professionally transcribed by an outside company and all responses will be de-identified

Opening statement for feedback process

- Introduction of facilitators (CMG will not be there after the introduction)
- Reminder of importance of task and how we value their feedback
- How we will use the output of the group to revise the course
- Questions from students before we begin the debrief (and before CMG steps out of the room)
- We are going to start with students' opinions of general/overall positive aspects of the course thus far, and on aspects we need to improve. Then we will deconstruct each of the three sessions.

Actual focus group/nominal group

- Rationale (for team's info): since we have a small group, I'm not sure we will need to rank ideas, but I do want to do a mix of brainstorming and then further, in-depth exploration on certain topics that come up.
- Personnel: Facilitator and note taker/scribe on white board
- Process of feedback acquisition:
 - General/overall positives
 - General/overall aspects that need improvement
 - Session one positives
 - Session one aspects that need improvement
 - Session two positives
 - Session two aspects that need improvement
 - Session three positives
 - Session three aspects that need improvement
- Specific topics I want you to check on if they don't bring it up spontaneously
 - Syllabus
 - Organization, clarity
 - Did it leave you with any further questions?

- Course goals and learning objectives
 - Are they meeting your expectations?
 - Were you hoping to learn about something else?
- Learning environment
 - Emotional safety
 - Physical safety (set-up, etc.)
 - Role-modeling by research team
 - Respect for divergent opinions
- Individual sessions
 - Session 1 slides and content delivered
 - Timing, organization, level of content related to baseline knowledge, etc.
 - Session 2 slides and videos
 - Video content- opinions on realistic nature of videos/relatability
 - Video debrief- process
 - Videos- content, process of critical reflection, what impact, if any, did they have on you?
 - Session 3 reflective writing prompt
 - Prompt itself
 - Process of critical reflection and guided discourse
- Once we have the suggestions for improvement in the four categories (overall, and for each session), this is where the nominal group technique would likely be most effective
 - Ask each student to pick the top three things that they think would make the biggest difference in improving this course
 - Have them write down privately along with their suggestions for improvement.
 - Ask each student to contribute one thing and their suggestion for improvement, and keep going around until all nine items are discussed
- Any “Aha!” moments and when did they surface? (for any of the sessions)
- Suggestions from students (if not previously discussed)
 - To make it clinically relevant for your stage of learning?
 - Suggestions for the remaining classes? I realize they won't know what's coming exactly, but they will have the syllabus with them.
 - Suggestions from the student perspective on any anticipated opportunities/pitfalls when it comes to teaching this to the general student body.
- Going forward do you have any concerns you would like to express to help us as a group safely and respectfully work through the concept of implicit bias.

Supplemental digital content for Gonzalez CA, Walker SA, Rodriguez N, Karp E, and Marantz PR. It can be done! A skills-based elective in implicit bias recognition and management for preclinical medical students. Acad Med. 2020;95(12 Suppl).

NOTES for team:

- General prompts to tell us more, does that resonate with any of you?, etc.
- Please take pictures of the brainstorming that goes on at the board.
- Make sure that the students are sitting around the recorder so that they can all be heard.

**This is an example for feedback that occurred in 2017 after sessions one through three. Session numbers were modified for feedback sessions that occurred after different instructional sessions.*