Supplemental material: Codes, subthemes and themes

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| **Theme** | **Subtheme** | **Code** |
| **The students used the video library in autonomous and arbitrary ways**  | Students used the video library to create alternative learning opportunities | * Used as intended
* As a surrogate patient
* Copying MSEs or the interviewer’s questions
* Looking for diagnosis/patient types
* To learn interview techniques
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| Students used the video library to ensure optimal use of their time  | * Student’s current mood or expectations to ward
* Time effective
* When waiting
* Individual learning needs
* The library encourages students to stay
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| Students worked with the video library in various ways | * Using different books and guidelines
* Various forms of dialogue
* No dialogue
* Skipping to MSE writing
* Working together
* Using the professor’s MSEs as guideline
* Differing levels of immersion (in material)
* Following the instructions or not
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| **The students blended experiences from the video library and the ward** | Fusion of video library and clinical practices | * Watching videos and referring to patients at ward and vice versa
* Watching videos and referring to lessons
* Using videoed patients as standard reference
* Preparing interviews
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| Videos were unlike real-time interviews | * Videos take less time than interviews
* Videos allow you to focus on the patient
* Videos allow you a better grasp of the full interview
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| **The students were challenged by shortcomings of the video library** | The absence of supervision | * No one to correct students making mistakes
* No one to explain what the students do not understand
* Wish for a doctor to explain
* Does not consult the literature when failing to understand MSEs
* Finding they were right though they did not fully agree with the professor’ MSE
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| The professor’s MSEs could be hard to understand | * Professor’s MSE is incomprehensible
* Professor’s reasoning is unclear
* Students do not agree with professor’s MSE
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| Inherent limitations | * No opportunity to ask questions
* Using the video library away from the ward
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