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| **No.** | **Question** | **Sub question** | **Domain from the Theoretical Domains Framework** |
| **1** | **Firstly can I begin by asking how long you have been working at [hospital]?** |  |  |
| **2** | **And just briefly, what is your role in the blood transfusion process?** |  | Social/professional role & identity |
| **3** | **How much experience do you have in blood transfusion?** |  | Skills |
| **4** | **Do you personally make decisions to transfuse?** | *how often do you make these decisions?*  *Do you have influence over other people’s decisions to transfuse?*  *If don’t make the decision- are you expecting to in the future?*  *Who does make the decision?* | Social/professional role & identity  Nature of behaviours  Memory, attention and decision making (because ‘how often do you make these decisions’) is asking about what do you usually do (attention) |
| **5** | **Are there hospital policies or algorithms to inform transfusion decisions and practice?** | *So is there a document?* | Knowledge |
|  |  | *Is the policy discussed? Who with?*  *Do you know which bits of the policy are complied with?*  *Are patients ever involved in decisions to transfuse?* | Social influences |
|  |  | *If don’t have a policy- do you have any instructions or documents that you would go to?* | Knowledge  (the way the qu is framed) |
|  | *If* ***junior doctor*** *– during your induction onto this ward, did anyone talk to you about the hospital’s blood transfusion policy? Can you talk me through what was said?* |  | Knowledge |
| **6** | **How many blood transfusion audit and feedback cycles can you recall being involved in?** | *If don’t know what National Comparative BT Audit is, show them laminated card* | Knowledge |
| **7** | **Do you know who analyses the audit data and prepares the feedback?** |  | Knowledge (not explicit enough for social influences) |
|  |  | *What do you think about the audit standards? Do you find them credible?* | Knowledge |
|  |  | *Do you remember any standards from a previous audit?* | Knowledge |
|  |  | *How credible do you think the feedback is?* | Knowledge |
| **8** | **What are your general opinions about the National Comparative Audit of Blood Transfusion process?** |  | Beliefs about consequences (as it is attitudinal) |
|  |  | *Did you find it useful?*  *Was it worth the effort?*  *In general, do you think audit and feedback might change your practice? In what ways?* | Beliefs about consequences  Behavioural regulation |
| **9** | **Compared to other tasks that you have to do, where would you rank audit and feedback in terms of priority?** |  | Motivation and goals |
| **10** | **To what extent do you think your views are shared by the team**? |  | Social influences  Social/professional role &identity |
| **11** | **Is there someone who is responsible for receiving the feedback materials and feeding these back to the team?** | *If yes, what is your understanding of their role in feeding back materials?* | Social/professional role &identity |
| **12** | **What influence do these individuals have over the group’s response to audit feedback? [***ask directly if it is their role***]** |  | Social influences |
|  |  | *Perhaps down to each individual?* |  |
| **13** | **Can you think about the most recent blood transfusion audit and feedback cycle that you were involved in. Can you talk me through the feedback process?** | *Follow ups if needed:*  *How long ago was that?*  *At this hospital?*  *Were you aware when the feedback became available?* | Memory, attention and decision processes  Nature of behaviours |
|  |  | *Did you have access to the feedback?* | Environmental context and resources |
|  |  | *How easy was it to access the feedback?* | Beliefs about capabilities  Environmental context and resources |
|  |  | *And what happened when feedback became available?* | Nature of the behaviours |
|  |  | *Did you read the materials?* | Nature of behaviours |
|  |  | *Do you remember which parts of the materials you looked at?* | Memory, attention and decision making |
|  |  | *Who did the feedback come from?* | Knowledge |
|  |  | *What was the timeframe between an audit and receiving feedback?*  *How valid do you think the audit data were at the time they reached you?* | Knowledge  Belief about consequences |
| **14** | **How [else] did you have access to feedback?** | *Did you receive feedback individually or as a team?* | Nature of the behaviours |
|  |  | *Who else had access to feedback?* | No code (more just information) |
|  |  | *Of the materials that you had access to, which stand out in your memory?*  *What were the main features of the materials that you saw?*  *[What mode was the feedback in? for example, verbal, electronic, presentation…]*  *Thinking back to the most recent blood transfusion audit and feedback you were involved in, do you remember the recommendations?*  *Were there parts of the recommendations that were less clear than others? If so, which?* | Memory, attention and decision processes  Knowledge |
| **15** | **Did you discuss the feedback materials with any of your colleagues in the hospital?** | *Who did you discuss feedback with?* | Social influences (because of the discussion element) |
| **16** | **Can you talk me through how feedback materials were discussed?** | *And did this occur at the team level?* | Nature of the behaviours |
|  |  | *Did you adapt the materials in any way? How? How much time does that take?*  *Did you create any additional materials from those that were available? What were they? How much time does that take?* | Nature of the behaviours  Behavioural regulation (as creating new materials to increase uptake of A&F) |
| **17** | **Was there a specific meeting where you discussed the feedback?** | *Who attends this meeting?*  *How often do they occur?* | Nature of the behaviours |
| **18** | **And did you discuss performance in relation to other hospitals?** | *How important was discussing your performance in relation to other hospitals?* | Social influences  Motivation and goals |
| **19** | **If feedback suggested that changes to practice or policy needed to be made, would you have influence over such changes?** | *[if yes] who would you be able to influence?*  *How would you go about making changes?* | Behavioural regulation  Social/professional role & identity |
|  |  | *Which changes would be easy and which more difficult?* | Beliefs about capabilities |
|  |  | *How receptive would your clinical colleagues be to making changes that you recommend?* | Social influences |
|  |  | *If interviewing TP/equivalent – in what ways are you supported in making changes following feedback?*  *Who provides this support?* | Social influences |
|  |  | *[if no to having influence over change] who is involved in making changes?*  *How would they go about making changes?* | Behavioural regulation  Social/professional role & identity |
|  |  | *Which changes would be easy for them and which more difficult?* | Beliefs about capabilities |
| **20** | **Were you aware of any ways in which change in practice was encouraged?** |  | Knowledge |
| **21** | **Did you set any goals in light of feedback?** | *What were they?*  *How did you decide what they were?*  *Were these individual or team?*  *Any examples?*  *[if no goals] why did you decide not to?* | Motivation and goals  Behavioural regulation |
| **22** | **Did you make any plans on how to change your practice or procedures to target these goals?** | *And can you remember those plans now?* | Behavioural regulation |
| **23** | **And did you act upon those plans?** |  | Nature of the behaviour |
|  |  | *Could you remember those plans when you were managing a particular patient, in the rush and chaos of the daily hospital context? If so, did you manage to implement any? If so, which?*  *[if not in their job role] what about people within your team, do you think they could remember the plan? Do you think they acted upon the plan?* | Memory, attention and decision processes |
| **24** | **Did the action plan make a difference? If so, how?** |  | Behavioural regulation |
| **25** | **Did you keep monitoring? If so, how?** |  | Behavioural regulation |
| **26** | **Did you feel you made progress towards your goal?** | *Can you talk me through that?* | Beliefs about capabilities |
| **27** | **Do you think the team was confident in changing their blood transfusion practice in light of feedback?** |  | Social influences (can’t code as capabilities as asking about the team) |
| **28** | **Do you think the team had the skills to change their blood transfusion practice in light of feedback?** | *‘non-technical’ skills such as communication*  *Goals (achievable, measurable)?*  *Action plans?* | Not codeable (asking about the team, but specifically about the team) |
| **29** | **What do you think are the downsides of changing blood transfusion practice in light of feedback?** | *What about the benefits?* | Beliefs about consequences |
| **30** | **Are patients ever involved in feedback?** |  | Social influences |
| **31** | **Can you see a role for the patient perspective in relation to changing blood transfusion practice?** | *Can you elaborate on that?* | Social influences |
| **32** | **If comparative data from an audit were made available to patients would this influence your policy or transfusion practice?** | *If yes, how?* | Behavioural regulation |
| **33** | **In your opinion, how could feedback process be managed better?** | *Prompts if needed:*  *Receiving feedback*  *Reading feedback*  *Discussing feedback*  *Acting upon feedback* | Behavioural regulation |
| **34** | **Are there any constraints to the feedback process that we would need to address or work around if we were to make changes?(e.g. resources, time)** | *And do you have any suggestions for ways in which we could address or work around these?* | Environmental context and resources |
| **35** | **We are also wondering if feedback from an audit could be discussed in any other meetings. Are there any key meetings where you discuss general practice with your colleagues?** | *Who attends?*  *How often do they occur?* | Social influences (main question)  Social/professional role & identity  (who attends)  Nature of the behaviours  (how often) |
|  | *Usability of the documents? Which do you prefer?*  *Action plan templates*  *Changing forms for ordering blood products (do they order online?)*  *Powerpoint presentation in transfusion meeting? Other meeting?*  *Text message prompts (key recommendations)*  *BT champion who keeps raising the recommendations in meetings*  *QuickAudit*  *Reminder posters*  *Other kinds of meetings* |  |  |

1. Michie S, Johnston M, Abraham C, Lawton R, Parker D, Walker A. Making psychological theory useful for implementing evidence based practice: a consensus approach. BMJ Quality & Safety. 2005 Feb 1;14(1):26-33.