



Appendix 2

**This appendix was part of the submitted manuscript and has been peer reviewed.
It is posted as supplied by the authors.**

Appendix 2 to: Birden HH, Usherwood T. "They liked it if you said you cried": how medical students perceive the teaching of professionalism. *Med J Aust* 2013; 198: 406-409. doi: 10.5694/mja12.11827.

Appendix 2: Focus Group Scripts

Are you familiar with the term Personal and Professional Development (PPD)?

What does it mean to you?

What does professionalism mean to you?

Is it important that we teach PPD in the medical curriculum?

What teaching methods/approaches for PPD are used in your medical program?

What do you think of them?

What aspects work/don't work?

How is PPD being assessed in your program?

Do you think this is appropriate?

How do you think PPD should be incorporated and taught in the curriculum?

Do you think there will be a difference in approach to medical practice by your peers
from that of the generation of doctors currently in practice?

Are the doctors you have been placed with good at PPD?

What have you learned that will be important to your PPD development that hasn't
come from formal training, for example, some informal experience you have had
while on a training rotation?

[end]

Follow-up focus group (member check) script

You have now had a chance to review my preliminary results and conclusions from the
focus groups that you, and your peers from other schools participated in.

What is your opinion of what you've read?

Does it ring true?

Has anything been over-emphasised?

Is anything missing?

What do you think of the idea of recruiting students at your stage of training to actively
work on development and presentation of a PPD curriculum?

[end]