

Supplementary File 4: Component B Stage 4 focus group guide template

Questions and prompts
<i>Ice breaker</i>
Q1. How do UDRHs work to support rural health student placements?
<i>Mind map discussion (acknowledge complexity, number of top-level and sub themes)</i>
<p>Q2. What do you think of the mind map?</p> <ul style="list-style-type: none"> a) How reflective is the map of your experiences working to support high quality rural health student placements? b) Is there anything missing from the map? How should these determinants be captured on the map? (moderator to add determinants as they are identified during the focus group) c) Are there any 'points of contention' on the mind map that as a group you do not agree on (check discussion in comments)? What do you agree with? Why? What do you have concerns or questions about? Why? d) Which determinants are most relevant to the work undertaken at UDRHs? Why? e) Which determinants are least relevant to the work undertaken at UDRHs?
Organisation of <i>determinants</i> (before asking questions- moderator to explain what they have done with the <i>determinants</i>, explain what top-level and sub-themes are, briefly go through all top-level themes and their underpinning <i>determinants</i>)
<p>Q3. To what extent are the determinants organised in a way that accurately reflects the work around student placements at the UDRH?</p> <ul style="list-style-type: none"> a) Should the determinants currently listed as top-level themes, be considered top-level or sub-level themes? b) What should be listed as top-level theme? c) Should the determinants currently listed as sub-themes, be considered sub-themes or top-level themes? d) What should be listed at a sub-theme level? e) How can the determinants be better arranged?
<p>Q3. What literature really stands out for you when you see these determinants?</p> <ul style="list-style-type: none"> a) What does the literature add to this map?

b) What are the implications of the literature for this map?
Relevance to the literature
Q4. Are there any determinants of high-quality placements that are obvious in the work carried out by the UDRH, but poorly evidenced in the literature?
a) Which determinants should receive more research attention? b) What literature really stands out for you when you see these determinants?
Potential use for the map
Q4. How might this mind map be used by the UDRHs or ARHEN?
a) How would <i>you</i> like to see it used?
Conceptual schema
Q5. Prior to this meeting, we sent you some information about the conceptual schema that came out of analysing this map. What do you think about this way of understanding the findings?
a) In your mind, what is the strength of the conceptual schema? b) How could the conceptual schema be used to support the implementation of high-quality rural health student placements? c) In your mind, how could the conceptual schema be improved? d) What is missing from the conceptual schema?
Other
Q6. Is there anything else you would like to add?