**Appendix I.** Analytic codebook

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| ***Framework component*** | ***Operational definition of component for coding (incl/excl for each component)*** | ***Questions from interview guide (\*only where directly applicable; others are taken from participant responses)*** |
| 1. OUTSIDE COMPONENTS (SYSTEMIC DISSEMINATION)  |
| **1a) PSBH training** | General description of workshop in their own words; trainee's perception of the workshop's benefits vs cost; how PSBH is unique compared to other trainings  | - Can you briefly describe what the PSBH workshop was in your own words?- In thinking generally about this workshop – do the benefits outweigh the costs? How so?- Did you have any similar educational sessions prior/after the PSBH workshop, aside from your required professional education? If so, how does the PSBH program differ/ not differ?  |
| **1b) Consistent practice of PSBH skills** | Examples of use of PSBH skills in workplace (concrete examples of situations) | Has this been integrated into your workflow and if so, how? |
| **1c) Collaborative teamwork to identify/ solve problems** | Example/ statement that demonstrates trainee's ability to share PSBH information with close teammates and enable a productive team environment to solve the problem(s) at hand | To what extent has your work environment supported your participation in the PSBH workshop? |
| **1d) Solve complex problems step-by-step** | Example/ statement that demonstrates trainee's knowledge and use of PSBH steps of systematic problem solving to problems previously seen as unresolvable  |   |
| **1e) Continual institutional improvement** | Example/ statement that demonstrates positive institutional impact of trainee's PSBH project and/or other problems solved using PSBH skills  |   |
| **1f) Spread PSBH to wider community** | Example/ statement that demonstrates trainee's readiness and willingness to teach PSBH to peers within and outside of their own department/ hospital  | - How ready/ confident are you to teach/ organize workshops on your own?- Are they confident to teach/ organize, but lacking resources? What are they most lacking?- Other barriers for disseminating the workshop to your district hospital?  |
| 2. INSIDE COMPONENTS (PERSONAL GROWTH)  |
| **2a) Position acknowledgement/ situational awareness** | Example/ statement that demonstrates trainee's awareness and/or acknowledgement of their position and capabilities |   |
| **2b) Intrinsic motivation** | Example/ statement that demonstrates trainee's continued interest/ willingness to learn and apply PSBH skills |   |
| **2c) Interpersonal participation** | Largely overlaps with (1c) -- joint personal & systemic change by involving others and enabling others to partake in PSBH |   |
| 2c.i) Goal orientation | Example/ statement that demonstrates trainee's effort to set goals aligned with the steps needed to solve their problem |   |
| 2c.ii) Facilitator effectiveness | Example/ statement that demonstrates influence of the training facilitator (from LeBoHA) on trainee's learning/ growth process |   |
| 2c.iii) Learning orientation | Example/ statement that demonstrates trainee's ability to establish a learning environment within their team and/or existing learning environment that enables the uptake of PSBH skills within the team  |   |
| **2d) Personal participation** | May overlap with (1d) -- joint personal & systemic development as trainees participate in PSBH | - How has the implementation of these skills specifically helped you at work? - Do you see that the PSBH workshop affected your professional ability in your work setting? Why or why not? If not, what could have been done to do so?  |
| 2d.i) Self-directed learning | Example/ statement that demonstrates trainee's ability to set their own goals towards solving their problem and generally improve work setting |
| 2d.ii) Flexible knowledge base | Example/ statement that demonstrates trainee's knowledge is expanded from the workshop; PSBH enhances trainee's existing knowledge on problem solving; trainee gains new knowledge in the process of solving a problem via PSBH |
| 2d.iii) Reflection | Example/ statement that demonstrates mechanism in which trainees build their knowledge; facilitates sense-making, helps trainees connect their PSBH activities to their individual goals and skill development |
| 2e) Skills building | Example/ statement that demonstrates trainee learns new skills in systematizing their problem; trainee learns new skills in the process of solving their problem in their work setting |   |
| 3. BROAD CODES - likely multicoded with one or more of the above |
| **3a) Facilitators** | Any component in their learning and/or practice process that encourage PSBH teaching, learning and practice. Can be external, internal influences; personal thought patterns |   |
| **3b) Barriers** | Any component in their learning and/or practice process that discourage PSBH teaching, learning and practice. Can be external, internal influences; personal thought patterns | What problems have you encountered trying to implement your skills at your day-to-day work? |
| 3b.i) Incomplete grasp of PSBH knowledge | Example/statement that attest lack of understanding of the PSBH lessons to adequately practice PSBH in daily work and/or complete PSBH project |   |
| 3b.ii) Resources | Example/statement that demonstrate a barrier of Time, Human Resources, Money and/or other resources in the context of practicing PSBH in daily work and/or completing PSBH project |   |
| 3b.iii) Attitudes | Example/statement regarding difficulties in navigating attitudes of peers, subordinates, and/or supervisors in the context of practicing PSBH in daily work and/or completing PSBH project |   |
| **3c) "Golden nuggets"** | Memorable, particularly notable quotes |   |
| **3d) Miscellaneous**  | Doesn't fit into any other codes above but notable; up for discussion for possible emergent codes |   |