

Supplemental Material

1. Interview Guide - EMS Dispatchers' Perceptions of Implementation of Video Transmission

Introduction

Thank you for agreeing to participate in this interview. You/Your team are experts in this field, and it is crucial that we gain insights and understanding from your experiences for the ongoing process of potentially implementing video transmission in an EMDC.

We have no preconceived opinions but aim to learn from you, as you are the ones with the real-world context. We can learn a lot from your experiences. All responses will be anonymous – this also applies to your own organization.

In the interview, the questions follow a timeline that corresponds to the timeline you have gone through in the project up to now. However, if you have any thoughts along the way that go beyond the predefined questions, please feel free to share. Once again, it's your experience that is important!

“I am recording the conversation”.

Interview topics, main questions, and supporting questions related to the implementation of video transmission

Topics in relation to the implementation process	Questions – uncover experiences, opinions, advantages & disadvantages.	Supporting Questions
Initiation of the video transmission project	What were your thoughts on the use of VT in the EMDC when you first heard about it? How were you introduced to the project? What were your thoughts on the use of video transmission once you were introduced? What do you think about the amount of information given? What do you think about the content of the information? In hindsight, did the introduction provide a comprehensive picture of what you actually ended up working with? How was the mood in the department towards video transmission?	Why these thoughts? (practical, technical, professional, what worried you?) What was missing? How did the mood influence the starting period/implementation? What influences the mood?

Training	How were you trained in the use of video transmission? (individually/generally) What do you think about this training? What was the overall experience of the training?	What was lacking?
The use of video	How do you use video transmission? How do you experience the use of video transmission? What impact has the introduction of video transmission had on your workday/workflow? How often do you use video? What would it take for you to use video more?	When is it appropriate? Benefits? Drawbacks? What worries you? Why is it difficult to use? What does video transmission contribute to in terms of triage? What do you gain from using video transmission? What does the Emergency Medical Dispatch Center gain from using video transmission? Have you been asked to use it more frequently?
Future perspectives	What do you think about the use of video transmission now? What are your thoughts on the future of video transmission? What have you learned during the project? If you were to conduct the training, how would you design it? To what extent does video transmission have undiscovered potential? - and if so, what? What challenges/consequences are associated with the use of video transmission?	What has surprised you? You mentioned earlier xxx about the training. If the training were changed accordingly, do you think it would have been easier to start/use video?

2. Standards for Reporting Qualitative Research (SRQR)

Title and abstract

Title - Concise description of the nature and topic of the study Identifying the study as qualitative or indicating the approach (e.g., ethnography, grounded theory) or data collection methods (e.g., interview, focus group) is recommended	Page 1
Abstract - Summary of key elements of the study using the abstract format of the intended publication; typically includes background, purpose, methods, results, and conclusions	Page 2-3

Introduction

Problem formulation - Description and significance of the problem/phenomenon studied; review of relevant theory and empirical work; problem statement	Page 4-6
Purpose or research question - Purpose of the study and specific objectives or questions	Page 6-7

Methods

Qualitative approach and research paradigm - Qualitative approach (e.g., ethnography, grounded theory, case study, phenomenology, narrative research) and guiding theory if appropriate; identifying the research paradigm (e.g., postpositivist, constructivist/ interpretivist) is also recommended; rationale**	Page 7
Researcher characteristics and reflexivity - Researchers' characteristics that may influence the research, including personal attributes, qualifications/experience, relationship with participants, assumptions, and/or presuppositions; potential or actual interaction between researchers' characteristics and the research questions, approach, methods, results, and/or transferability	Page 10-11
Context - Setting/site and salient contextual factors; rationale**	Page 6-9
Sampling strategy - How and why research participants, documents, or events were selected; criteria for deciding when no further sampling was necessary (e.g., sampling saturation); rationale**	Page 9-10
Ethical issues pertaining to human subjects - Documentation of approval by an appropriate ethics review board and participant consent, or explanation for lack thereof; other confidentiality and data security issues	Page 27

Data collection methods - Types of data collected; details of data collection procedures including (as appropriate) start and stop dates of data collection and analysis, iterative process, triangulation of sources/methods, and modification of procedures in response to evolving study findings; rationale**	Page 8-10
Data collection instruments and technologies - Description of instruments (e.g., interview guides, questionnaires) and devices (e.g., audio recorders) used for data collection; if/how the instrument(s) changed over the course of the study	Page 10-11 + suppl. material
Units of study - Number and relevant characteristics of participants, documents, or events included in the study; level of participation (could be reported in results)	Page 10-11 + Table 1
Data processing - Methods for processing data prior to and during analysis, including transcription, data entry, data management and security, verification of data integrity, data coding, and anonymization/de-identification of excerpts	Page 10-11
Data analysis - Process by which inferences, themes, etc., were identified and developed, including the researchers involved in data analysis; usually references a specific paradigm or approach; rationale**	Page 10-11
Techniques to enhance trustworthiness - Techniques to enhance trustworthiness and credibility of data analysis (e.g., member checking, audit trail, triangulation); rationale**	Page 10-11

Results/findings

Synthesis and interpretation - Main findings (e.g., interpretations, inferences, and themes); might include development of a theory or model, or integration with prior research or theory	Page 11-20
Links to empirical data - Evidence (e.g., quotes, field notes, text excerpts, photographs) to substantiate analytic findings	Page 11-20

Discussion

Integration with prior work, implications, transferability, and contribution(s) to the field - Short summary of main findings; explanation of how findings and conclusions connect to, support, elaborate on, or challenge conclusions of earlier scholarship; discussion of scope of application/generalizability; identification of unique contribution(s) to scholarship in a discipline or field	Page 20-24
Limitations - Trustworthiness and limitations of findings	Page 24-25

Other

Conflicts of interest - Potential sources of influence or perceived influence on study conduct and conclusions; how these were managed	Page 10-11 + 28
Funding - Sources of funding and other support; role of funders in data collection, interpretation, and reporting	Page 28

*The authors created the SRQR by searching the literature to identify guidelines, reporting standards, and critical appraisal criteria for qualitative research; reviewing the reference lists of retrieved sources; and contacting experts to gain feedback. The SRQR aims to improve the transparency of all aspects of qualitative research by providing clear standards for reporting qualitative research.

**The rationale should briefly discuss the justification for choosing that theory, approach, method, or technique rather than other options available, the assumptions and limitations implicit in those choices, and how those choices influence study conclusions and transferability. As appropriate, the rationale for several items might be discussed together.

Reference:

O'Brien BC, Harris IB, Beckman TJ, Reed DA, Cook DA. **Standards for reporting qualitative research: a synthesis of recommendations.** *Academic Medicine*, Vol. 89, No. 9 / Sept 2014

DOI: 10.1097/ACM.0000000000000388