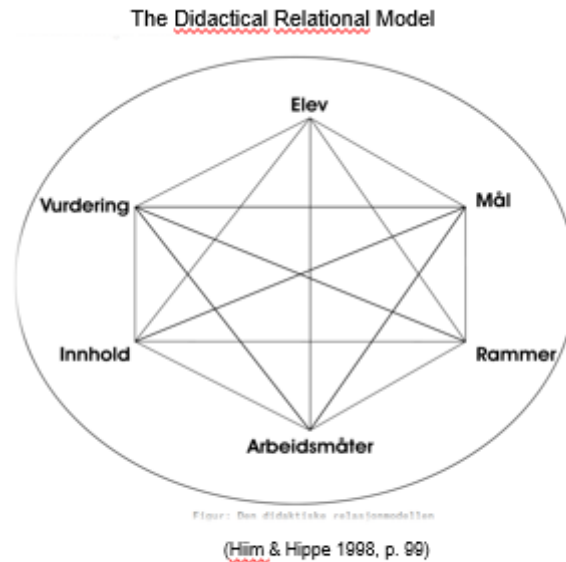


Supplementary file 1

I am going to interview you about simulation-based learning, based on the didactic relational model. Throughout the interview, I will guide us through the different elements of the didactic relational model.



Learning activities (Arbeidsmåter)

- What characterizes a typical simulation at your institution?
 - Do you usually run one or two iterations of the scenario during a simulation session?
 - What time frame do you set for a simulation?
 - How is video used in the debriefing/Why is video not used in the debriefing?
- What characterizes a typical debriefing?
 - How is the debriefing most often led?
 - Where is the debriefing carried out? In the room where the simulation took place, or in a different room?
- Can you say something about which debriefing tools you use? (What are your experiences with them?)

Assessment (Vurdering)

- Tell me about a specific simulation in the education that you experienced as particularly valuable....
 - Why did you choose to refer to that particular simulation?
 - Can you say something about how the debriefing linked to this simulation was?
 - How do you think the students experienced the simulation?
 - With regard to the didactic relational model, what made this simulation particularly valuable (framework factors, the students, goals, etc.)
- How do you work with changing or adapting simulations based on the evaluations you make of them?

The content of teaching (Innhold)

- Which topics/scenarios have you chosen to simulate in the critical care nursing education? (on campus vs in situ)
- Why did you choose these themes/scenarios?
- What are your thoughts on the aspect of credibility in simulation?
 - What do you think is important to safeguard in terms of credibility in simulation?
 - How is credibility/fidelity ensured in the simulation?
 - What are your thoughts on interprofessional/multidisciplinary simulation?

The aims of teaching (Mål)

- Which typical learning outcomes/objectives do you use in simulation in the critical care nursing education?
 - Are there any typical changes in the learning outcomes/objectives across the semesters/study program?

Learners' prerequisites (Elev)

- What is your perception of the students' experiences with simulation?
- In what way do you plan for and accommodate students' different prerequisites (experience, background) in the simulation?
- Do you experience simulation as a student-active learning method?
 - If yes, explain (implementation, debriefing)

- If no, explain (implementation, debriefing)
- At which points in the sequence of events do you think the students are particularly active?

Contextual factors (Rammer)

- Which factors promote the use of simulation in the critical care nursing education at your institution?
- Which factors hamper the use of simulation in the critical care nursing education at your institution?
 - Promoting/hindering factors: time, framework conditions, attitudes, equipment, access to a simulation centre, competence in simulation, competence from clinical practice, responsibility for equipment, facilitator/operator, setting up the simulation.
 - Culture: (traditions, attitudes, values, norms, perception of reality) regarding simulation at your institution.

Is there anything related to simulation in the intensive care nursing education that we have not talked about, but that you would like to share with me?