

Appendix A: Dimensions of uncertainty from Lee et al framework incorporated into development of questionnaire items

Item		Source of uncertainty	Response to uncertainty
1	Ask another student to demonstrate a clinical skill (e.g., taking blood, examination, history taking) when you are unsure how to do it.	- Knowledge	- Cognitive: Acknowledging uncertainty, recognising learning opportunity - Behavioural: Asking for help
2	Speaking up in a tutorial when you don't understand something that the tutor has said.	- Knowledge - Relationships - Systems	- Cognitive: Acknowledging uncertainty - Behavioural: Speaking up
3	Tell a patient that you don't have an answer to their question	- Knowledge - Relationships	- Cognitive: Acknowledging uncertainty - Behavioural: Speaking up
4	Stop yourself feeling threatened when a senior doctor asks a question that you don't know the answer to.	- Knowledge - Relationships - Systems	- Cognitive: Acknowledging uncertainty Emotional: managing emotional response
5	Tell another student that you don't know if you are competent to perform a clinical skill (e.g., taking blood, examination, history taking) which was asked of you on a ward round	- Knowledge - Relationships	- Cognitive: Acknowledging uncertainty - Behavioural: Taking action to seek support
6	Stop yourself feeling fearful in unfamiliar situations (e.g., new ward, new placement, meeting a patient for the first time).	- Knowledge - Relationships - Systems	- Emotional: Managing emotional response
7	Tell a ward pharmacist that you don't know why a patient is prescribed a on a particular medication when asked about a drug chart.	- Knowledge - Relationships	- Cognitive: Acknowledging uncertainty - Behavioural: Speaking up
8	Keep calm when you don't know the answer to a question asked by another student.	- Knowledge - Relationships	- Cognitive: Acknowledging uncertainty - Emotional: Managing emotional response

9	Ask a senior doctor to demonstrate a clinical skill (e.g., taking blood, examination, history taking) when you are unsure how to do it.	<ul style="list-style-type: none"> - Knowledge - Relationships - Systems 	<ul style="list-style-type: none"> - Cognitive: Acknowledging uncertainty, recognising learning opportunity - Behavioural: Action, seeking help, information seeking
10	Tell another student when you think that the wrong dose of a medication has been prescribed for a patient.	<ul style="list-style-type: none"> - Knowledge - Relationships 	<ul style="list-style-type: none"> - Cognitive: Acknowledging uncertainty - Behavioural: action, seeking guidance, speaking up
11	Ask a pharmacist to clarify how a drug works on the first day of a new placement.	<ul style="list-style-type: none"> - Knowledge - Relationships - Systems 	<ul style="list-style-type: none"> - Cognitive: Acknowledging uncertainty, opportunity for learning - Behavioural: Asking for help, information seeking
12	Manage feelings of anxiety when practising a clinical skill (e.g., taking blood, examination, history taking) in front of senior doctors.	<ul style="list-style-type: none"> - Knowledge - Relationships - Systems 	<ul style="list-style-type: none"> - Cognitive: Acknowledging uncertainty - Emotional: Managing emotional response
13	Tell a physiotherapist when you don't have an answer to their question	<ul style="list-style-type: none"> - Knowledge - Relationships 	<ul style="list-style-type: none"> - Cognitive: Acknowledging uncertainty - Behavioural: Speaking up
14	Keep calm when you don't know the answer to a question asked by a patient.	<ul style="list-style-type: none"> - Knowledge - Relationships 	<ul style="list-style-type: none"> - Cognitive: Acknowledging uncertainty, vulnerability - Emotional: Managing emotional response
15	Tell a doctor when you don't know if you are competent to perform a clinical skill (e.g., taking blood, examination, history taking) that they have requested of you	<ul style="list-style-type: none"> - Knowledge - Relationships - Systems 	<ul style="list-style-type: none"> - Cognitive: Acknowledging uncertainty and own limits - Behavioural: Speaking up and seeking help
16	Speaking up on a ward round when you don't understand something that has been said by a doctor/nurse.	<ul style="list-style-type: none"> - Knowledge - Relationships - Systems 	<ul style="list-style-type: none"> - Cognitive: Acknowledging uncertainty, recognising learning opportunity - Behavioural: Speaking up and information seeking
17	Manage feelings of anxiety when practicing a clinical skill (e.g., taking blood, examination, history taking) in front of other students.	<ul style="list-style-type: none"> - Knowledge - Relationships 	<ul style="list-style-type: none"> - Cognitive: Acknowledging uncertainty - Emotional: Managing emotional response
18	Ask a pharmacist to review a prescription when you think that the wrong dose of a medication has been prescribed for a patient.	<ul style="list-style-type: none"> - Knowledge - Relationships - Systems 	<ul style="list-style-type: none"> - Cognitive: Acknowledging uncertainty - Behavioural: Speaking up and asking for help

19	Stop yourself from feeling embarrassed if you don't know the answer to a question asked by a senior doctor on a ward round.	<ul style="list-style-type: none"> - Knowledge - Relationships - Systems 	<ul style="list-style-type: none"> - Cognitive: Acknowledging uncertainty - Emotional: Managing emotional response
20	Ask another student, who is busy taking a patient history, for help obtaining a blood sample.	<ul style="list-style-type: none"> - Knowledge - Relationships - Systems 	<ul style="list-style-type: none"> - Cognitive: Acknowledging limitations - Behavioural: Asking for help
21	Tell a patient that you don't have a diagnosis for their symptoms	<ul style="list-style-type: none"> - Knowledge - Relationships 	<ul style="list-style-type: none"> - Cognitive: Acknowledging uncertainty - Behavioural: Speaking up
22	Ask a nurse for help finding equipment (e.g., a tourniquet), when you are new to a ward.	<ul style="list-style-type: none"> - Knowledge - Relationships - Systems 	<ul style="list-style-type: none"> - Cognitive: Acknowledging uncertainty, recognising learning opportunity - Behavioural: Asking for help
23	Keep calm when you don't know the answer to a question asked on a ward round.	<ul style="list-style-type: none"> - Knowledge - Relationships - Systems 	<ul style="list-style-type: none"> - Cognitive: Acknowledging uncertainty - Emotional: Managing emotional response
24	Tell a senior doctor when you think that the wrong dose of a medication has been prescribed for a patient.	<ul style="list-style-type: none"> - Knowledge - Relationships - Systems 	<ul style="list-style-type: none"> - Cognitive: Acknowledging uncertainty - Behavioural: Speaking up and asking for clarification
25	Ask a patient to explain more about their condition when you have not previously encountered their symptoms.	<ul style="list-style-type: none"> - Knowledge - Relationships 	<ul style="list-style-type: none"> - Cognitive: Acknowledging uncertainty - Behavioural: Information seeking
26	Tell a nurse that you do not know if you are competent to take blood from a patient	<ul style="list-style-type: none"> - Knowledge - Relationships - Systems 	<ul style="list-style-type: none"> - Cognitive: Acknowledging uncertainty - Behavioural: Speaking up
27	Stop yourself feeling threatened when a patient asks a question that you don't know the answer to.	<ul style="list-style-type: none"> - Knowledge - Relationships 	<ul style="list-style-type: none"> - Cognitive: Acknowledging uncertainty, vulnerability - Emotional: Managing emotional response
28	Ask a doctor, who is busy writing a referral, for help with a patient that is in pain.	<ul style="list-style-type: none"> - Knowledge - Relationships - Systems 	<ul style="list-style-type: none"> - Cognitive: Acknowledging uncertainty - Behavioural: Asking for help
29	Manage feelings of anxiety when practicing a clinical skill (e.g., taking blood, examination, history taking) in front of a patient.	<ul style="list-style-type: none"> - Knowledge - Relationships 	<ul style="list-style-type: none"> - Cognitive: Acknowledging uncertainty, vulnerability - Emotional: Managing emotional response