

## Appendix 2 – Overview of the co-design workshops

Table 1 provides an overview of the general time schedule and structure of the five co-design workshops. Table 2 provides an overview of the workshop aims<sup>1</sup>, guiding questions and activities for each workshop session, and workshop outputs produced by the participants.

**Table 1.** General time schedule and structure of the workshops.

Time	Activities
20 min	Introduction of co-design and workshop aim Participant introduction Presentation of results from prior sessions
20 min	Group session 1 (2 mixed groups, including service users and clinicians)
10 min	Summary from the group session 1
5 min	Break
20 min	Group session 2 (2 mixed groups, including service users and clinicians)
10 min	Summary from the group session 2
5 min	Check-out

**Table 2.** Workshop aims, session details, and outputs.

WS	Aims	Sessions			Outputs
		No	Guiding questions	Activities	
1	<ul style="list-style-type: none"> <li>- To create a shared idea of what safety-netting implies in the patient-clinician consultation</li> <li>- To set goals for what safety-netting should accomplish</li> </ul>	1	What does safety-netting in the patient-doctor consultation imply? Try to give concrete examples.	Group discussion	<ul style="list-style-type: none"> <li>- Padlet board with participants' individual reflections collected during summary/check-out</li> </ul>
		2	What would you want safety-netting to result in for the patient and the clinician? In other words, what are we trying to accomplish?	Group discussion	
2	<ul style="list-style-type: none"> <li>- To figure out how safety-netting can be integrated practically in the patient-clinician consultation</li> <li>- To agree on necessary content for an education aimed at supporting the use of safety-netting</li> </ul>	3	How can one integrate safety-netting practically in the patient-clinician encounter?	Group discussion	<ul style="list-style-type: none"> <li>- Participants' individual summaries of key points (shared in the chat during summary/check-out)</li> </ul>
		4	What should an education for clinicians contain to stimulate and support the use of safety-netting? Theory & practice	Group discussion	
3	<ul style="list-style-type: none"> <li>- To collaboratively design a format for safety-netting advice based on a number of symptom-based cases</li> </ul>	5	Based on a case description, design a proposal for safety-netting advice	Design exercise (group A: primary care case; group B: emergency care case)	<ul style="list-style-type: none"> <li>- Word documents with suggestions for safety-netting</li> </ul>

<sup>1</sup> Note that the co-design workshops had a dual purpose to develop both safety-netting strategies and educational content for a safety-netting course for clinicians. The full details are provided here for the purpose of comprehensiveness. However, in the analysis for this study, we have focused on safety-netting strategies and have left out data related specifically to educational content.

WS	Aims	Sessions			
		No	Guiding questions	Activities	Outputs
		6	Look at the other group's suggestion and discuss/complement	Design exercise (group A: primary care case; group B: emergency care case)	advice (created during the design exercise) - Participants' individual take-home messages (shared in the chat during summary/check-out)
4	<ul style="list-style-type: none"> <li>- To collaboratively design a proposal for a safety-netting education</li> <li>- To make suggestions for how to deliver content</li> </ul>	7	Draft an educational curriculum (a theory group and a practice group)	Design exercise (group A: theory; group B: practice)	- Mindmaps with suggestions for a safety-netting curriculum (created during group exercise)
		8	Further develop the educational curriculum	Design exercise (group A: theory; group B: practice)	- Participants' individual summaries of key points (shared in the chat during summary/check-out)
5	<ul style="list-style-type: none"> <li>- To further develop the education for clinicians</li> <li>- To together agree on main learning outcomes for a safety-netting education</li> </ul>	9	How should a clinician who has taken the course behave?	Group discussion	- Participants' individual suggestions of a Swedish term for safety-netting and a name for the course (shared in the chat during summary/check-out)
		10	What kind of situation would you want the role plays to highlight?	Group discussion (group A: good example, group B: bad example)	