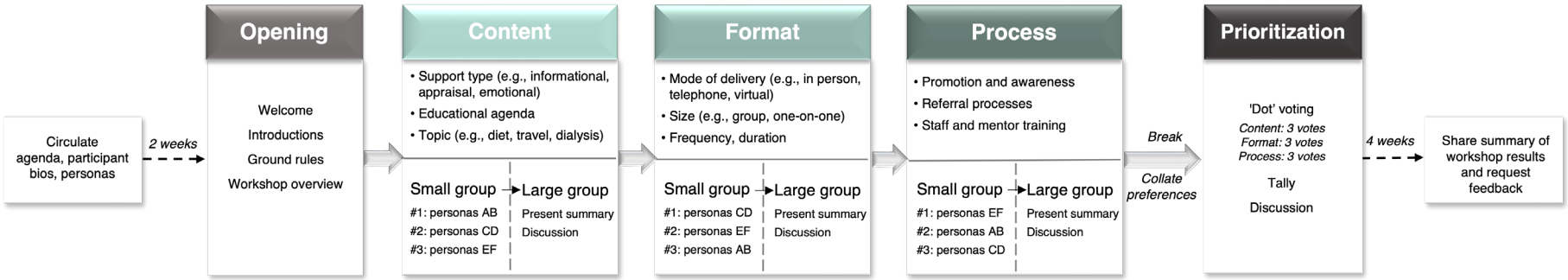
Section 1. Overview of consensus workshop approach



Appendix 1, as supplied by the authors. Appendix to: Elliott MJ, Donald M, Farragher J, et al. Priorities for peer support delivery among adults living with chronic kidney disease: a patient-oriented consensus workshop. *CMAJ Open* 2023. DOI:10.9778/cmajo.20220171. Copyright © 2023 The Author(s) or their employer(s). To receive this resource in an accessible format, please contact us at cmajgroup@cmaj.ca.

Section 2. Example of a patient persona*

*We referred to six patient and caregiver personas developed previously by our group. Persona development followed an iterative 5-step process: Step 1 – Creation of initial persona templates using quantitative and qualitative data from prior work; Step 2 – Contextual content added to persona templates with patient partner input; Step 3 – Iterative modification of personas based on patient partner feedback; Step 4 – Presentation of draft personas to the research team for feedback; Step 5 – Finalization of personas. See: Donald M et al. Preferences for a self-management e-health tool for patients with chronic kidney disease: results of a patient-oriented consensus workshop. *CMAJ Open*. 2019;7(4):E713-20.

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Section 3. Topic guide for peer support consensus workshop

Agenda:

1. **Initial large group discussion** to provide background, participant introductions, workshop plan.
   - Review ground rules and Zoom etiquette.
   - Review that participants can add comments or questions in the chat box if they don't feel comfortable sharing in the group discussion. Note takers will also save all chat boxes to be reviewed later.
2. **3 separate, small breakout sessions**, each of which will focus on a different domain of peer support delivery.
   - Two personas will be used during each breakout session to help guide the conversation. Participants will be asked to assume a persona lens and provide input regarding the persona's peer support needs and preferences.
   - Facilitators will direct the conversation to focus on the specific domain and to use the personas to help frame the discussion.
   - Facilitators will probe: (1) why or why not participants chose certain peer support features for the persona; (2) what are the barriers and facilitators for the peer support feature; (3) what would make peer support successful for the persona.
   - At the end of the breakout session, participants will be asked to review the written notes to clarify or expand on any points.

3. **Large group discussion** after each breakout session.
   - Facilitators will summarize key findings from the breakout session discussion.

4. **Consensus voting activity**
   - Participants will be asked to choose their top 3 preferences for each domain of peer support using the persona lens and to vote using the Zoom annotation feature.
   - The activity will be followed by group discussion to discuss voting results including why participants voted for certain peer support features, reasons for their choices, barriers and facilitators to different choices, etc.

Breakout session #1 – Domain: **Format of peer support delivery**

Group #:
Facilitator:
Note taker:

Introduction	In this group, we will be talking about ideas for the format of peer support delivery. We want to explore the different ways this persona would prefer peer support be delivered. Let's spend a few minutes reviewing the first persona we will be using for this discussion. **Persona 1: Studious Sarah** - Sarah is a 20-year-old busy university student. She was born with poorly functioning kidneys and has numerous healthcare providers involved in her care. Despite having friends and family, she feels sad at times and would like to develop friendships with others her age who have CKD. She would also like information and support to help smoothly transition from being a minor to an adult in the healthcare system.	
Questions/Discussion **(5-10 minutes per persona)**	1. What peer support **format** would _____ (persona) prefer? Why? (e.g., 1:1, group, online, open house) Tell me more about this format. (e.g., frequency, duration, follow up) 2. How do you think _____ (persona) could best **access** (i.e., mode of delivery) this peer support opportunity? Why? (e.g., in person, by phone, virtual, online) 3. Tell me about what **who** _____ (persona) would benefit from talking to. (e.g., other patients / caregivers, trained peer mentors)	**Notes:**

	Now let's review the second persona we will be using. **Persona 2: Travelling Travis** - Travis is a married, retired 69-year-old living in Toronto who enjoys spending winters in Florida. Despite being recently diagnosed with CKD, he does not think it is serious as he feels fine. His wife is concerned that he is in denial and might need dialysis. Travis and his wife have not been provided with information about CKD and how it could impact their ability to travel. Travis avoids technology and prefers talking about medical issues with his physician.	
	1. What peer support **format** would _____ (persona) prefer? Why? (e.g., 1:1, group, online, open house) Tell me more about this format. (e.g., frequency, duration, follow up) 2. How do you think _____ (persona) could best **access** (i.e., mode of delivery) this peer support opportunity? Why? (e.g., in person, by phone, virtual, online, synchronous vs asynchronous) 3. Tell me about what **who** _____ (persona) would benefit from talking to. (e.g., other patients / caregivers, trained peer mentors)	**Notes:**

Breakout session #2 – Domain: **Content of peer support**

Group #:
Facilitator:
Note taker:

Introduction	In this group, we will be talking about ideas for the content of a peer support program. We want to talk about what this persona would want to get out of peer support. Let's spend a few minutes reviewing the first patient persona we will be using for this discussion. **Persona 1: Motivated Mark** – Mark is a 56-year-old divorced man living on a reserve. He has had CKD for 10 years but finds it difficult attending CKD clinic due to the distance. He would like to learn ways to feel better to work part time including information on affordable foods he can eat. Previous diet information from the clinic was too general and access to information on the internet is difficult due to unreliable internet.	
Questions/Discussion **(5-10 minutes per persona)**	**Persona 1:** 1. In what ways could peers help to **support** _____ (persona)? (e.g., information, emotional support, help with day-to-day activities) Why do you think (persona) needs this type of support? 2. What **topics** would _____(persona) benefit from talking to a peer about? Why? (e.g., travel, diet, coping skills, dialysis options, transplant process) How could this information be best shared with (persona)? (e.g., handbook, websites, in-person opportunities) 3. What other peer opportunities would be important to _____ (persona)? (e.g., informal social opportunities - coffee meetings, social outings; specific programs for skill development -Heart Math).	**Notes:**

<table>
<tr><td></td><td colspan="2">Now let's review the second persona we will be using.

Persona 2: Busy Becca – Becca is a 48-year-old mother of two who works full time. She looks after her father who has kidney disease and feels overwhelmed trying to manage the demands of her own family life with her dad's needs. She's looking for support to help her gain some "me time".</td></tr>
<tr><td></td><td>Persona 2:
1. In what ways could peers help to support _____ (persona)?
(e.g., information, emotional support, help with day-to-day activities)

Why do you think (persona) needs this type of support?

2. What topics would _____(persona) benefit from talking to a peer about? Why? (e.g., travel, diet, coping skills, dialysis options, transplant process)

How could this information be best shared with (persona)?
(e.g., handbook, websites, in-person opportunities)

3. What other peer opportunities would be important to _____ (persona)? (e.g., informal social opportunities - coffee meetings, social outings; specific programs for skill development -Heart Math).</td><td>Notes:</td></tr>
</table>

Breakout session #3 – Domain: **Processes of Peer support Delivery**

Group #:
Facilitator:

Note taker:

Introduction	In this group, we will be talking about ideas for processes related to a peer support program. We want to explore ways that this persona could access peer support. Let's spend a few minutes reviewing the first patient persona we will be using for this discussion. **Persona 1: Go-getter Grace** – Grace is a 36-year-old married mother of two. She was diagnosed with CKD 5 years ago and has had to take a lot of time off work as an accountant. She feels that her illness has taken a toll on her physical and mental health and has had no support in managing her home and work life. She is unsure what online sources are credible and finds resources challenging as English is her second language.	
Questions/Discussion **(5-10 minutes per persona)**	**Persona 1:** 1. (a) What would be the best method for _____ (persona) to **find out** about peer support? (e.g. directly from CKD staff, brochures, during education sessions) (b) When would be a **good time** for _____ (persona) to be introduced to peer support? Why? (e.g. start of CKD clinic, when pts need additional support) 2. How could _____ (persona) most easily **access** peer support? (e.g., referral process, ps integrated into CKD clinic, ps integrated into another self-management tool) 3. What would make a peer support program **successful** for (persona)? (e.g., having on-going access to a source of experiential knowledge; feeling less alone, depressed, etc; feeling more ready to start dialysis, transplant; having fewer or milder symptoms; having to go to hospital less frequently; living longer)	**Notes:**

	Now let's review the second persona we will be using. **Persona 2: Caring Cory** - Cory is a retired 61-year-old who takes care of his wife who has glomerulonephritis. He's finding it difficult taking on the role of caregiver as his wife did these tasks before. He would like to connect with other caregivers, particularly men who are caring for a family member with CKD.	
	Persona 2: 1. (a) What would be the best method for _____ (persona) to **find out** about peer support? (e.g. directly from CKD staff, brochures, during education sessions) (b) When would be a **good time** for _____ (persona) to be introduced to peer support? Why? (e.g. start of CKD clinic, when pts need additional support) 2. How could _____ (persona) most easily **access** peer support? (e.g., referral process, ps integrated into CKD clinic, ps integrated into another self-management tool) 3. What would make a peer support program **successful** for (persona)? (e.g., having on-going access to a source of experiential knowledge; feeling less alone, depressed, etc; feeling more ready to start dialysis, transplant; having fewer or milder symptoms; having to go to hospital less frequently; living longer)	**Notes:**

Section 4. Peer support consensus workshop satisfaction survey*

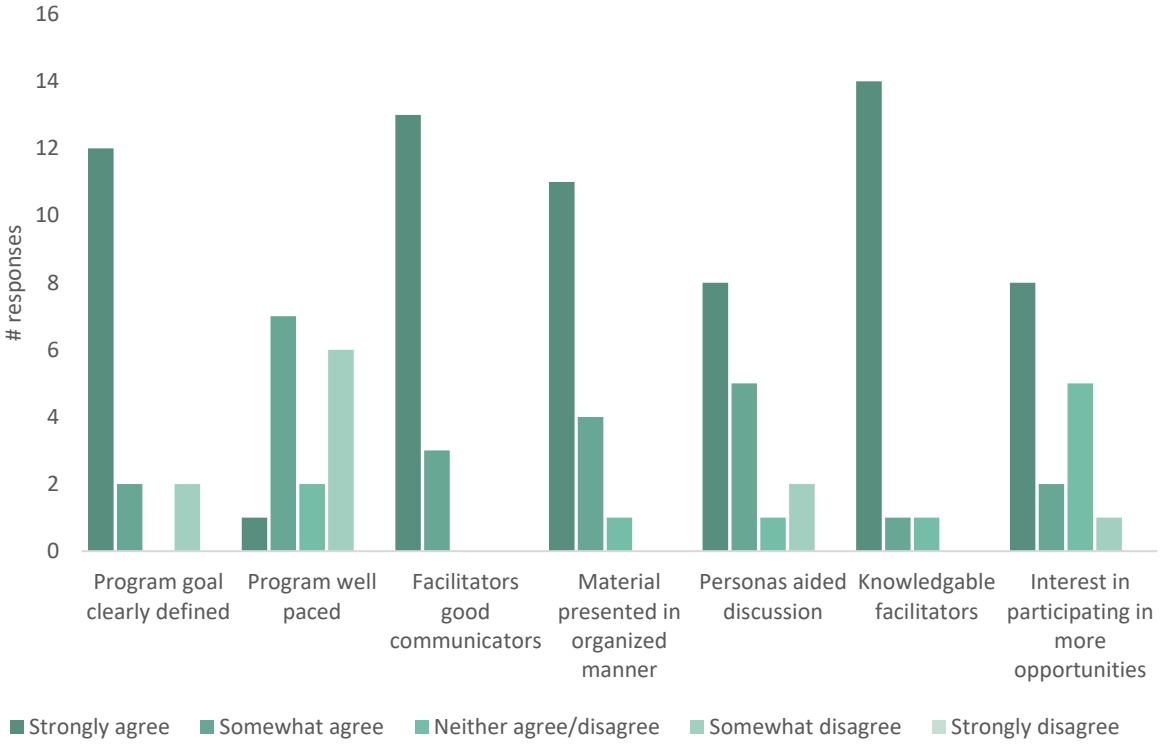
	Strongly agree 1	2	3	4	Strongly disagree 5
1. The goal of the workshop was described clearly.	❑	❑	❑	❑	❑
2. The program was well paced within the allotted time.	❑	❑	❑	❑	❑
3. The facilitators were good communicators.	❑	❑	❑	❑	❑
4. The material was presented in an organized manner.	❑	❑	❑	❑	❑
5. The personas aided the topic discussion.	❑	❑	❑	❑	❑
6. The facilitators were knowledgeable on the topic.	❑	❑	❑	❑	❑
7. I would be interested in participating in more opportunities like this.	❑	❑	❑	❑	❑
8. Given the objectives, this workshop was:	❑ Too short		❑ Right length		❑ Too long

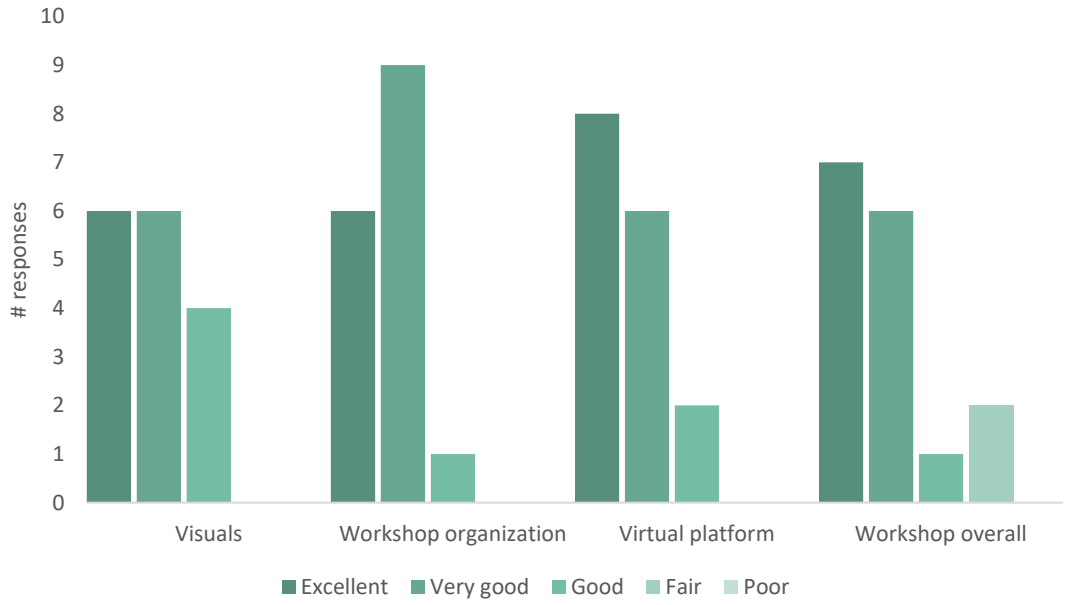
9. Please rate the following:	Excellent	Very good	Good	Fair	Poor
a. Visuals	❑	❑	❑	❑	❑
b. Workshop organization	❑	❑	❑	❑	❑
c. Virtual platform	❑	❑	❑	❑	❑
d. The workshop overall	❑	❑	❑	❑	❑

10. What did you most appreciate/enjoy/think was best about the workshop? Any suggestions for improvement?

*Adapted from: (1) Elliott MJ et al. *BMC Medical Inform Dec Mak* (2016). 16:113; (2) Donald M et al. *CMAJ Open* (2019). 7(4):E713-E720; (3) James Lind Alliance. Learning from JLA Evaluations. https://www.jla.nihr.ac.uk/news-and-publications/downloads/report%20-%20June%202015%20JLA%20Symposium.pdf

Summary of Findings: Sixteen of 21 participants completed the evaluation. The following graphs report participant responses to evaluation questions:





Ten participants (63%) reported that the workshop was too short, 5 (31%) stated that it was the right length, and one (6%) thought it was too long. Several participants provided text-based

feedback that the volume of material was too large to be covered in the allotted time and suggested either a longer session or two shorter sessions