Appendix 2. Table of illustrative quotes*

Research question	Group	Theme	Subtheme	Quote
What are useful strategies to prevent burnout?	All	Normalisation		'… so knowing um what your peers are doing and forming a connection with them, ah especially as you're sort of moving through training um that's really useful, so knowing what other people are experiencing and comparing it to your own experiences' (Registrar) '… I went through I went a period that I went through a stage thinking "I'm so stressed because I'm not confident I'm not competent 'cause I don't know as much and I've just really detrimentally affected these patients or I need to check on them every single day check that they haven't seen anyone else or, if they have, what's happened" but once I started talking about this with GP friends I realised actually this is normal and that is exactly what they would have done as well, so I just needed to calm down' (Registrar)
			Initiation	'… trying to raise ah topics on your own without even waiting for the registrar to talk about it, like trying to look at what are the common things that a registrar could face and try to bring it up in a conversation with them and these topics, like sometimes they might haven't thought about it yet or maybe it's inside but they don't have the courage to talk about it so raising these common issues and talking about it with the registrars is really important…' (Registrar)
			Modelling	'as supervisors, I think we have to be good mentors and coaches, show them how we avoid burnout and show that the practice is family-friendly to allow the registrars to gel in' (Supervisor) '… I guess it's important to see sort of practice partners or other sort of GPs taking steps in their own sort of working lives to sort of prevent it. I think everyone comes across doctors that sort of keep working on um and it's yeah it doesn't really make it seem like a very positive um area or way to work, but if you can't really see how other people are doing it themselves then it's sort of hard to learn how to manage things yourself' (Registrar)
	Registrars	Sustainability		'I think also having that assurance that um you when you're not at work you … have the ability to completely shut-off from work' (Registrar) '… I'd sort of make sure they've got um their work hours sort of clear and they're reasonable as well and that's sort of comparing to others and others in the practice.' (Registrar)

Research question	Group	Theme	Subtheme	Quote
			Prioritise replenishers	'Burn the oil and not the wick – that's what you've got to do. You've got to have so much of outside stuff that it keeps the oil in the lamp so that the lamp keeps burning – if you run out of oil, then the wick burns and then you burnout, so you've got to keep putting the oil in' (Supervisor) '… looking after your own needs so exercising, having time to cook food that's healthy and makes you feel good um taking time to see friends, engaging in activities that are important to you' (Registrar) '… the things that really help me to avoid burnout are some of those things around um making sure that I do have that um satisfying and meaningful life outside of work' (Registrar) '… I think having other registrars, so knowing um what your peers are doing and forming a connection with them, ah especially as you're sort of moving through training um that's really useful, so knowing what other people are experiencing and comparing it to your own experiences' (Registrar) '… having your own GP … whether it's doctor's health or another GP that you have a relationship with and trust so, yeah, I think trainees should get their own GP at the start of training … and always go to that person if they think that they're struggling.' (Registrar) '… doing all the recommended amounts of exercise, eating a healthy diet all of that stuff …' (Registrar)
			Optimising working conditions	'… just trying to get on top of the workload before it becomes sort of all-consuming and it's easier said than done but is often quite an important thing to try and sort out early' (Registrar) '… realising that um you know if you are having a few difficult patients in a row and you're running a little bit late, you might still need to run a little bit more late and have a 2 or 3 minute breather just to reset' (Registrar) '… as a practice we've always had everyone's got something else on, whether it's teaching or ED work or something else …' (Supervisor)
			Insight	'… being able to recognise that you are burning out, I guess that's the important bit as well to know you need a break' (Registrar) '… I think recognising, yeah recognising the triggers for your stress and knowing how to deal with it adequately I guess' (Registrar)
	Practices	Supportive environment		
			Supporting registrars' psychological wellbeing	'… giving them the opportunity to debrief if they want to' (Supervisor) '… I think it's important for supervisor to just, just check in on their registrars every once in a while and if they think things are changing or they look stressed or look tired or whatever to take ah just to see how they're going and if they're coping' (Registrar)

Research question	Group	Theme	Subtheme	Quote
			Helping registrars to manage their workload	'… if I need to only see two patients an hour for some days, then I can do that um if I need to set my consulting hours at such and such a time, you know, I've got the flexibility to do all that sort of stuff' (Registrar)
				'I think the practice nurses are often a good monitor, 'cause they can usually change, see the change and adjust more procedures, less procedures or the interaction or how they're labelling, things like that, just little tiny things that aren't quite to the same, so you can get different information from different places' (Supervisor)
				'… having the support of the practice staff so they might move people around if you're running really late, I think that is helpful for people not to feel too much pressure … um having support of the practice manager, so you're given the support to block out as many appointments as you need so you're not rushed to see patients' (Registrar)
			Supportive supervisor	'Certainly found that that's more and more um what you're sort of having to do with registrars is not only teach them general practice, but teach them work/life balance and it's actually a critical part of their training and saying "well, how do you want it to look?" um "how much time do you spend doing work? How much time do you spend out of work and how much on-call etc.?" um and that's just become as critical a part as teaching them about hypertension or managing illnesses' (Supervisor)
				'… if you're not feeling confident or good about what you're doing, then that's just going to wear you out a lot faster um I think a large part, that's where the supervisors really need to step in and that sort of sense of um worth in a consult, especially when you're GPT1, it's important for supervisor to help instil in someone as well' (Registrar)
				'… so I think supervisors are quite, for a GP registrar specifically for burnout, um a supervisor who would come into a consult at the drop of a hat, not just give phone advice, so be very … willing to come in and make you and your questions feel important and give them time …not feel like you're rushing them or impositioning [sic] them' (Registrar)
			Adhering to requirements	'… I think actually if the [practices] actually just, you know, maintained what they were meant to maintain, that sort of goes a long way in and of itself without having to do extra' (Registrar)

Research question	Group	Theme	Subtheme	Quote
	RTO	Engaging with registrars		'I think if an organisation was more aware and there was some mechanism of early detection of burnout, there could be like a response …' (Registrar)
				'I think, yeah, one of the good things they do is a wellbeing survey and check on how things are going for yourself and if, if you kind of identify that you're stressed or tired or burnt out, they do reach out and try and contact you, so I think that's really good.' (Registrar)
				'… I think one of the positive things about the training is these training days we have um they are actually really beneficial and I think, you know, it is actually quite rare within medical specialty training to have a full day just dedicated to teaching um and my preference would be, so that only goes for GPT1 and GPT2 and I think it would actually be really beneficial if they could extend that through your entire GP registrar years …' (Registrar)
				'I think things like highlighting the risk of burnout and the need for the registrars to maintain their wellbeing is really useful, so when the registrars had their wellbeing workshop, they all told me about it the next workshop that we had with them, you know they were all chatting about "this was so good, this was really good" um and I think it just made it clear to them that this is an issue um and that there are things that they can try and do or not do to improve things' (Medical Educator)
				'… maybe just like a structured interview where it couldn't just be superficial … if it was like a long interview um or maybe if there was like all these questions that you had to go through, maybe if there was like twenty or whatever and it could be done like over coffee and they weren't just like "are you happy at your job?' 'are you stressed by your study?" like just maybe just like questions that unpacked that a little bit…' (Registrar)
		Optimising the educational experience		'… trying, as best as possible to get a fit between trainee and supervisor …' (Registrar)
				'Being abreast of that is probably another thing, to make sure we do understand practice culture and hours and getting the feedback from people that have been in there …' (Program Coordinator)
				'… but the training provider could request that when they are actually accrediting these practices to train us. It should be that this practice can or does look after their registrars' (Registrar)
				'I think a higher-level of enforcement of the terms of agreements … is necessary and definitely needed.' (Registrar)
	RTO	Facilitating development of peer support networks		'… having yeah protected time with other registrars in later years… that's throughout training, not just in the first year …' (Registrar)
				'I think social events might be helpful as well because I don't really see any other registrars, I know the mini-releases are there but beyond that, we don't really see other registrars, we don't really know what the rest of the cohort's doing, so my friends are mostly hospital-based, so that's all I'm really aware of' (Registrar)

Research question	Group	Theme	Subtheme	Quote
		Transforming the adjustment to General Practice into a transition		'… what they do is instead of the registrar coming in and doing a two-day or a one-day orientation on the first/second day of the semester, they actually bring the registrar in four times over the previous four weeks on a Saturday morning when it's not too much hassle to anyone else and they sit it, so by the time those registrars get into practice, they, they know how it works, they know where everything is and then they do a nice big orientation when they come in and they come in feeling like relaxed …' (Program Coordinator) '… educating the person about general practice… so education to people about how to deal with actually working in the jobs that we're in um and dealing with uncertainty and strategies to deal with uncertainty, strategies to ask for help from your colleagues, from other specialists' (Registrar) '… I think um that it's not well-explained when you start your orientation just how difficult the first few weeks are going to be, I think they need to have more information about the fact that, yes you will feel at sea, you will feel overwhelmed from the responsibility of making these decisions for patients that previously other people have been doing' (Registrar)
		Increase flexibility and registrar autonomy		'If where we can give them autonomy, it's good to give them autonomy, so you know, you ask the registrar if they have any control over their diary …' (Medical Educator) '… being a bit more flexible around people's special circumstances' (Registrar)
		Reducing educational load		'… we have to do mid-term assessments, end of term assessments um and a multisource feedback all of which ask very similar questions and … it doesn't actually give you any proper feedback um I think feedback for us is, needs to be more specific and that's when we have more kind of informal discussions with your supervisor about how you're going or your management of a patient, that's actually when you get the meaningful feedback, but it's not in those structured um things' (Registrar) 'Less bureaucracy, get rid of it, on all levels including what comes from us' (Medical Educator)
	Practices and RTOs	Tokenism		"… I think the biggest thing is if they're saying they're putting an effort into something and then you know it doesn't actually seem like that is the case or um you know making it difficult when you do ask for that then that's the most harmful thing because it does sort of reinforce that you shouldn't be asking um and you should just kind of get along with it and they're saying that more just to kind of save face and look like they're doing the right thing but not actually doing anything about it and not wanting to make the difference' (Registrar) '… token measures … are the main thing that I think doesn't work – it needs to be actual structural changes that address the underlying causes of burnout um and if you're not being seen to be actually making efforts towards those then people will not want to engage with what you are offering' (Registrar)
	System and cultural changes	Increasing clarity regarding requirements		'I think they could be a lot clearer about what they want you to study for exams, actually provide sort of you know resources that they want you to be familiar with. At the moment, it seems that just kind of everything's, there's just the sort of just 'study everything' kind of mentality without a lot of direction …' (Registrar)

Research question	Group	Theme	Subtheme	Quote
		Acknowledgement of, and support for, doctors' wellbeing		'… the CPR courses that you have to do every year to make sure that you're up to date, it's another thing that you need to be reinforcing for doctors that you need to be looking after yourself so that they actually take the initiative to do it …' (Registrar)
				'… there should be admin time built [into the National Standards] for a registrar' (Registrar)
		Financial supports		'… if you ask me, I think we need to lobby for rural registrars to have an additional two weeks leave – they need more leave it's not enough, 'cause of the travel and the pressures …' (Program Coordinator)
				'… another thing that I think is a problem is around um the fact that there's not parity between hospital registrars and GP registrars in terms of um non-pay conditions so things like professional development leave and allowances, maternity leave and that sort of thing … so people who are thinking a) want to go to conferences or b) thinking about having children will have the extra stress of knowing that the program doesn't support them to do that …' (Registrar)
What are useful burnout management strategies?	Registrars	Acknowledge and troubleshoot		'I think they have to reach out – it's very hard for people to, so people could see that the change in them, but ah if they're not first acknowledging it, it becomes very hard to go to the next step I guess' (Registrar)
				'… when coming back, consider the, explore what potentially had happened to create the burnout in that … trainee … because I think, if you then determine where the stress was coming from, it would help um address the problems' (Registrar)
		Re-establish sustainability		
			Reduce pressures	'… keeping them engaged but back to a level that's actually comfortable and that's, like you say, might be putting in alternate catch-ups in appointment schedules and having extra half days for a little while, then they work out what's right for them' (Supervisor)
				'registrars can talk to the employer and see if they can negotiate their hours, and we suggest that quite a bit um and employers need to be open to that …' (Program Coordinator)
				'… if it was coming from too much stress at work, then putting in some um things like, ok only working 7 hours a day or 6 hours a day, so 2 × 3-hour sessions and ensuring you get an hour lunch, that person gets an hour lunch break and um putting in the stops, so only seeing two patients and then having one gap to catch up' (Registrar)

Research question	Group	Theme	Subtheme	Quote
			Prioritise replenishers	'… as soon as I'm aware that I'm going down that path, I do the opposite: instead of focussing on reducing the things that are draining my battery, I focus really hard on recharging my battery more effectively and that works for me …' (Registrar)
				'I think the thing is once you recognise you are burnt out, it is important to try and take at least a couple of days off. I think time away from work is essential; you just need to have that time where you can reset get some sleep and sort of think about your approach, so being able to, like feeling free to take a little bit of time off is a really important thing' (Registrar)
				'… trying to leave work at work so I did the bad habit of getting remote access so you can check results at home – terrible, wouldn't advise it … but [I'm] not doing that this semester, which is great and then when you leave work stop thinking about work' (Registrar)
				'I think um it's really important to emphasise the usual self-care things that people often forget when they're feeling stressed the, you know, getting exercise, fresh air, healthy food, relaxation, mindfulness, connecting to friends and family' (Registrar)
		Seek support		'… communicate – let us know if you're not coping …' (Program Coordinator)
				'… further than that, like whether or not that person actually needs to go and talk to someone for formal support and encouragement and that can, you know, be from practice GP, their GP, the RTO, a psychologist, that sort of thing' (Registrar)
				'… then I think you need to sit down with the supervisor, potentially practice manager, medical educator depending on who you felt most comfortable talking to, and explain that you were feeling burnt out and talk to them about strategies to help' (Registrar)
		Persisting		'My tendency, and the reason why I end up getting more burnt out, is … as demand builds, I spend progressively more time trying to tick things off of my to do list because it's draining my batteries' (Registrar)
				'a strategy that doesn't work – less sleep, because, that is the temptation "oh, I've got all this stuff to do, ah I'll just get up a little bit earlier" or, even, you know "I want to go for a run, I've got to get my work/life balance in, so I want to exercise more, so I'm going to get up an hour earlier and just" and then the sleep gets shorter and shorter…' (Supervisor)
				'… pushing through it and trying to, to keep up the same amount of workload – I've seen that and that never works well, it always ends badly.' (Registrar)
		Not addressing causes		'… people turn to, like, alcohol as well … to kind of cope with the stressful day …' (Registrar)
				'… the other side is just not turning up to work for four days, five days, or, say, calling in sick every second week for a day, not because they're unwell, but because they feel too exhausted to get up' (Registrar)

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	Practices and RTOs	Flexibility		'… the practice also being flexible so being ok to do that rather than saying "well, we need you to work because we need the money from you"' (Registrar)
				'… I think that's an important part of being a supervisor or, or even just like being a colleague of someone really is to see, recognise if someone's stressed and try to facilitate a way of helping them…' (Registrar)
				'… offering, if that person wants to go back at part-time and then move up in their hours or come back, so just being flexible with the um with the trainee' (Registrar)
		Understand the problem		'… just having a chat with the registrar and being like "what is going to help you right now in this situation?"' (Registrar)
		Not acknowledging, understanding or supporting		'Sometimes, supervisors tend to become paternalistic to these people as well, so I think having an open discussion rather than drumming down on them makes a difference. Being paternalistic doesn't work' (Supervisor)
				'saying to people like "get over it" and "just cope with it" or "that's how I did it" …' (Program Coordinator)
	RTOs	Support services and resources		'… I think, depending on how big the scale of the problem is, whether [the training organisation] would even look at hiring a psychologist or counsellor one day a week to just do um sessions with registrars, that would be wonderful if they had that type of program that was accessible to the registrar' (Registrar)
				'… [having a] what to do if you're suffering from burnout sort of page … so that if someone's just so exhausted in their head that they can't think of what the next step should be, they can open up a very easy, short document and say "oh, that sounds like a good idea – I'm going to do that and I'm going to keep going and talk to somebody else about where I go to from here"' (Registrar)
				'… I think helping registrars access other services so recommending them to access other services 'cause I think that's important, so doctor's health or that sort of thing' (Registrar)
				'I think it would be useful to have … some resources for the training organisation to back us up if we needed it … some resources that we could hold to bear in a reasonably agile fashion … like an extra, a discretionary week of leave or something like that' (Registrar)
			Advocacy	'I think the advocacy with the practice is probably the most important thing' (Registrar)
				'… because they have access to all the practices around the place and things like that, perhaps they could try to relocate the registrar to a more supportive practice that might help the registrar out a bit more …' (Registrar)

*Rows highlighted in green denote effective strategies, while rows highlighted in orange denote ineffective strategies
CPR, cardiopulmonary resuscitation; ED, emergency department; GP, general practitioner; RTO, regional training organisation