Appendix 3

Source findings and data extraction instrument

Scoping Review detail	
Title	Metacognitive Regulation in Physical Therapists' Clinical Reasoning: a Scoping Review
Objectives	1) Explore the nature and purposes of metacognitive regulation in clinical reasoning activities in Physical Therapy 2) Explore the breadth and diversity of methods and tools used to assess metacognitive regulation in clinical reasoning activities in Physical Therapy
Inclusion/Exclusion Criteria	
Population	Physical Therapists (PTs) or PTs students
Concept	Focused on metacognitive regulation
Context	- Concerns clinical reasoning - Describes a model or characteristics of metacognitive regulation (MR) OR/AND describes a method/tools for assessing MR
Exclusion Criteria	- In a language other than English or French - Focused on clinical reasoning rather than metacognitive regulation - Focused on meta-memory / metacognitive regulation on learning without clinical reasoning - Not focused on Physical Therapist or PT student
Evidence Sources Characteristics	- Year - Country - Study population - Type of article : (Conceptual article, Qualitative experimental article, Quantitative experimental article, Mixed experimental article, Viewpoint article, Book, Other)
Part 1 - Nature of Metacognitive Regulation	
Nature of Task	- Cognitive - Communicative - Psychomotor - Emotional - General PEC - Task-dependent or task-independent (if independent exclusion) - Other
Task Timing	- Concurrent - Retrospective - Pre - During - Post
Type of Metacognitive Regulation	- Self-observation - Self-judgment - Self-reaction
Other	Other items that do not fit into one of the pre-established categories

Purpose of Metacognitive Regulation	- Learning - Quality of care - Other
Part 2 - Assessment of Metacognitive Regulation	
Nature of task assessed	- Cognitive - Communicative - Psychomotor - Emotional - General PEC - Task-dependent or task-independent (if independent exclusion) - Other
Timing of task assessed	- Concurrent - Retrospective - Pre - During - Post See note* for precision
Type of metacognitive regulation	- Self-observation - Self-judgment - Self-reaction
Nature of assessment	- Quantitative or Qualitative data - Quantitative or qualitative Assessment - Summative or Formative purpose - Assessment setting/Place of performance - Nature of the Situation (used for assessment)
Other	Other items that do not fit into one of the pre-established categories

**Note: Johnson's study highlights the difficulty of differentiating these two levels of timing. The principle was to: 1) Define whether regulation is performed by the person more than 4 hours after the task (the duration proposed by Johnson) to determine if it is concurrent or retrospective. 2) Analyze whether regulation occurs Pre, During, or Post the task.*