

Family Medicine

THE OFFICIAL JOURNAL OF THE SOCIETY OF TEACHERS OF FAMILY MEDICINE

Appendix B

Interview Guide - No Past Precepting Experience

Thank you for agreeing to talk to us about serving as a preceptor. We are interested in learning from you about how to create a positive preceptor experience for you, your clinic, and students if you choose to pursue precepting. We want to hear your point of view. We are here today to ask questions and to listen to you. We would like to record the discussion so we can focus on our conversation. This discussion is confidential, and no names will be used in our report. Is that ok?

1. **OPENING Q:** Before we get going, can you tell me a little bit about your role at the clinic and your clinical focus?
2. **Theme: Added value**
 - a. What do you feel is the added value for a clinician to serve as a preceptor? What about for your organization?
 - i. Other options to explore [becoming adjunct faculty for the University, taking a part in the development of students, playing a different role of leadership in the provider network, service].
3. **Theme: No past experience with serving as a preceptor:**
 - a. How did you learn about this opportunity to serve as a preceptor?
 - b. What are your hopes for this experience? Both personally and professionally?
 - i. [Giving back to the professional community, recruitment pipeline, student contribute to practice]
 - ii. [adjunct faculty, money, PPE & meals for students]
 - c. What do you hope that students get from this experience?
 - d. What do you anticipate the benefits are for your clinic?
 - i. [physician recruitment]
 - e. What are some of the concerns or hesitations that you have about the experience?
 - f. How many students would you be willing to accept? What is influencing that preference for you?

4. Theme: Organizational support

- a. How does having medical students fit into your clinic?
- b. Whose support do you need in the organization to serve as a preceptor? What do they need to know to support this? What do you think their concerns might be?
- c. How do you anticipate having students will affect your clinical flow? How could that be resolved? Is that an issue for your administrative office?
- d. What roles could a student play in your clinic? [bachelor students, medical students, residents]
 - i. Ex: Scribe, Behavioral specialists (interview patients?) How would that change clinic flow? [exam room space, flow, and allocation]?
- e. How do you anticipate having students will affect your clinical flow? How could that be resolved? Is that an issue for your administrative office?
- f. Whose support do you need from the organization to serve as a preceptor? What do they need to know to support this? What do you think their concerns might be?

5. Theme: Preparing preceptors

- a. What would help someone such as yourself who has never served as a preceptor be prepared for their role?
- b. What resources have been made available to prepare you to serve as a preceptor?
- c. Tell us about any resources made available to you about being a preceptor?
 - i. If you did not receive any resources or support, what could be made available to help you?
- d. The team has a series of training sessions planned. This is a list [share]
 - i. Providing meaningful feedback
 - ii. Implementing adult learning methods
 - iii. University systems and policies
 - iv. Effective mentorship and guidance
 - v. Addressing biases and discrimination
 - vi. Valuing diversity and inclusion
 - vii. Teaching study habits, balance, and self-care
 - viii. Doctor-Patient communication skills
 - 1. Value added care: student vital signs assessment
 - 2. Strategies for developing learning objectives

3. Developing functioning learning teams

- ix. What stands out for you about these training sessions? Is anything missing? Is there anything concerning? Do you anticipate preceptors will want to do these training sessions? [They will be able to earn CME].

6. **Theme: Covid19 adaptations**

- a. Tell us how you anticipate Covid-19 pandemic might affect your experience as a preceptor.
- b. What challenges do you anticipate coordinating with students?
- c. Are you doing more telehealth now that we are making adaptations for COVID19? How might this affect your practice, as well as the experience for the student preceptee if you decide to precept in the future?
- d. Knowing what we know about Covid19 transmission, what are the additional risks associated with having students in the clinic?
 - 1. [How can those risks be managed?]
- e. What are other challenges of precepting during this pandemic?
 - i. Are there ways in which you believe those challenges can be minimized?
- f. Are there positive outcomes of having a student in your clinic during Covid-19?

7. **Theme: Recruiting Preceptors**

- a. We are about to wrap-up. Before we conclude, how could preceptors be recruited?
 - i. [Incentives]
 - ii. [Monetary? How much?]
 - iii. [Becoming adjunct faculty for the University, taking a part in the development of students, playing a different role in the provider network].
- b. How many students would you be willing to accept? What is influencing that preference for you?
- c. **Theme: Final question**

8. What else would you like to share with me today? What did I not ask you that I should have asked you?

Training Session Topics

Attend (Yes/No)	Topic	Who should attend?
	Providing meaningful feedback	

Attend (Yes/No)	Topic	Who should attend?
	Implementing adult learning methods	
	University systems and policies	
	Effective mentorship and guidance	
	Addressing biases and discrimination	
	Valuing diversity and inclusion	
	Teaching study habits, balance, and self-care	
	Doctor-Patient communication skills (value added care: student vital signs assessment)	
	Strategies for developing learning objectives	