

## Appendix A

### Interview Guide (Preceptor – 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 the students. 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. Physician Recruitment listed as value:
      1. [We were told that at one point in time, hosting students was a good way to recruit providers, but that was no longer true. Do you agree with this statement? What are your thoughts?]
      2. How could serving as a preceptor become a recruitment strategy, or a stronger one?
  - b. 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]. How did you learn about this opportunity to serve as a preceptor for the University?

**3. Theme: Past experience with serving as a preceptor:**

- i. Can you tell me a little about that experience?
- ii. What was good about that experience?
- iii. What aspects of that experience were challenging or at least not what you expected?
- iv. How could we address these types of concerns if they arose in our program?
- v. Based on your past precepting experience, what would have made it richer for you? For the clinic? For the student?
- vi. 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. How does having students affect your clinical flow? How could that be resolved? Is that an issue for your administrative office?
- c. What roles could a student play in your clinic?
  - i. Ex: Scribe, Behavioral specialists (interview patients?) How would that change clinic flow? [exam room space, flow, and allocation]?
- d. 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?

**5. Theme: Preparing preceptors**

- a. Based on your experience, what would help a new preceptor be prepared to serve?
- b. 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?
- c. 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 about how Covid-19 affected your experience as a preceptor.
- b. How were you able to incorporate students into your clinic during Covid-19? What were the challenges?
- c. Are you doing more telehealth now that we are making adaptations for COVID19? How does that affect your practice, as well as the experience for the student preceptee?
- d. Knowing what we know about Covid19 transmission, what are the additional risks associated with having students in the clinic?
  - i. [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. What were some of the 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. [Monetary Incentives]
  - ii. [Becoming adjunct faculty for the University, taking a part in the development of students, playing a different role in the provider network].

**8. Theme: Final question**

- a. 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	
	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	