**SUPPLEMENT 1**

**SEMI-STRUCTURED INTERVIEW GUIDE**

**INSTRUCTIONS TO BEGIN THE INTERVIEW**

* Introduce the team (whoever is present)
* Review with the participant
  + The purpose of the study is to better understand what great inpatient medical attendings do
  + That participation is completely voluntary, confidential, and can be stopped at any time.
  + That the interview will be recorded so that we are sure to capture their words accurately but that all recordings and transcripts will remain confidential to the best of our ability. The only people who will have access to any identifiable data will be those on the project who have a need to access it.
  + We plan to use the information from these interviews to help other attendings, residents, and medical students become better teachers.

**FOR ATTENDINGS:**

BACKGROUND

1. What was your experience like being a medical student and/or resident?
   1. What was your education like?
   2. Did you have a particularly good teacher (whether in the field of medicine or another discipline)?
      1. What approach to teaching did s/he take?
      2. What qualities did s/he demonstrate?
      3. What qualities do you try and emulate?
   3. Did you have a particularly poor teacher (whether in medicine or another discipline)?
      1. What approach to teaching did s/he take?
      2. How did having a poor teacher affect your approach?
2. How often do you attend on the inpatient wards in one year?
   1. What other responsibilities do you have?

TEACHING PHILOSOPHY

1. What is your teaching philosophy?
   1. Where does this philosophy come from?
2. Did you ever have a patient or student that changed how you teach?
3. What qualities do you think are most important to be a great teacher?

TEACHING APPROACH

1. Is there anything that you learned when you were a trainee that you use in your teaching?
   1. Anything you learned that you don’t do?
2. What teaching aids, if any, have you found to be most effective in terms of students understanding a concept?
3. How does team composition affect how you teach?
4. What is the most important thing you hope your students get out of their time with you?
5. When you are on the unit teaching, what are you most focused on?
6. How has your teaching approach changed over the years?

TEACHING ADVICE

1. Did you receive any formal education on teaching?
2. Has anyone ever sought your advice on teaching?
   1. If yes, what did you tell him/her?
3. What is the one thing you would tell someone is the most important quality to have to be a great teacher?
4. If you wrote a book on your teaching experiences, what would the title be?

**FOR CURRENT MEDICAL STUDENTS/RESIDENTS:**

BACKGROUND

1. To begin with can you introduce yourselves and tell us what year you are?

As you know, we are trying to better understand the various teaching approaches that are being used on the inpatient units and therefore, are particularly interested in hearing about your experiences as a learner with (Dr. XX) as your attending physician.

LEARNING EXPERIENCE

1. Can you tell us how attending rounds with (Dr. XX) usually go?
   1. What aspects of patient care does s/he focus on?
   2. How does (Dr. XX) ask for opinions, input, suggestions from you and other learners?
2. How would you describe (Dr. XX)’s teaching approach?
   1. Does s/he do anything different from other attendings you have had?
3. What are the expectations (Dr. XX) has for your learning?
   1. How are you made aware of these?
4. If someone is wrong about a diagnosis or patient’s plan of treatment, how does (Dr. XX) respond?

THOUGHTS ABOUT TEACHING

1. As a teacher, what qualities does (Dr. XX) have?
2. What do you think is the most important quality that makes a great teacher?
3. How does (Dr. XX) compare to other inpatient attendings you have had?
   1. Is there anything that (Dr. XX) does in terms of teaching that none of your other teachers have done?

SUMMARY QUESTIONS

1. What was the most important thing you have learned from (Dr. XX) about patient care?
   1. About being a doctor?
   2. About being a teacher?
2. If you are to someday teach, is there anything that (Dr. XX) does that you will do with your students?
3. What 3 words would you use to describe (Dr. XX) as a teacher?

**FOR PAST MEDICAL STUDENTS/RESIDENTS:**

BACKGROUND

1. To begin with we would just like to get to know your background a little better. can you tell us your name, specialty, and how long ago was Dr. XX your attending/mentor?

As you know, we are trying to better understand the various teaching approaches that are being used on the inpatient units and therefore, are particularly interested in hearing about your experiences as a learner especially with (Dr. XX) as your attending physician.

LEARNING EXPERIENCE

1. Can you tell us how teaching rounds with (Dr. XX) went?
   1. What aspects of patient care did s/he focus on?
   2. How did (Dr. XX) ask for opinions, input, suggestions from you and other learners?
2. How would you describe (Dr. XX)’s teaching approach?
   1. Did s/he do anything differently from other attendings you have had?
3. What are the expectations (Dr. XX) has for your learning?
   1. How are you made aware of these?
4. If someone is wrong about a diagnosis or patient’s plan of treatment, how does (Dr. XX) respond?

THOUGHTS ABOUT TEACHING

1. As a teacher, what qualities did (Dr. XX) have?
2. What do you think is the most important quality that makes a good teacher?
3. How does (Dr. XX) compare to other inpatient attendings you had?
   1. Is there anything that (Dr. XX) did in terms of teaching that none of your other teachers have done?

SUMMARY QUESTIONS

1. What was the most important thing you learned from (Dr. XX) about patient care?
   1. About being a doctor?
   2. About being a teacher?
2. If you are teaching now/or were to someday teach, is there anything that (Dr. XX) does that you do/will do with your students?
3. What 3 words would you use to describe (Dr. XX) as a teacher?