

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 medicine teaching 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.
 - Ask the participant to take a moment to fill out the background questions before starting the interview.

FOR ATTENDINGS:

1. To begin, what is your current role at the hospital/health system?
 - How many years have you been in this role?
 - On average, how often do you serve as a teaching attending on the inpatient general medicine wards in one year?
 - What other responsibilities do you have or roles do you fulfill?

TEACHING PHILOSOPHY

2. How would you describe your teaching philosophy?
 - a. Where does this philosophy come from? What influences shaped your teaching?
3. What qualities, techniques, and behaviors do you think are most important to be a great teacher?

TEACHING APPROACH

4. Did you receive any formal education on teaching techniques or behaviors?
5. Is there anything that you learned from attendings when you were a trainee that you use in your teaching?
 - a. Is there anything you learned from attendings when you were a trainee that you avoid in your teaching?
6. What teaching aids, if any, have you found to be most effective in terms of helping students to understand a concept?
7. How do team dynamics and/or composition affect how you teach?
8. How has your teaching approach changed over the years, if at all?
 - a. If there's been a change, what was the catalyst?

Part of the focus of this study is to explore the experiences, approaches, and techniques of teaching attending physicians who self-identify as women and/or underrepresented minorities.

9. Do you feel there have been times as an attending when your gender influenced a situation or your work? Are you comfortable sharing an example?
10. What specific challenges do you face or have you faced as a female teaching attending that may be different or unique from what males experience?

Probe: How has this changed your approach to teaching, if at all?
11. How, if at all, do you think being a woman – in the role of attending – affects team dynamics?

Probe: Can you give me an example?

Probe: Consider earning respect, use of self-deprecating humor.

12. What about issues of race and ethnicity? [If applicable] How do you think being an underrepresented minority in medicine influences your experiences at work?

Probe: Can you think of a negative work experience you have had?

Probe: Can you think of a positive work experience you have had?

13. Is there anything else you can share with us that might help us better understand the influence of gender and being part of an underrepresented minority group in medicine has on your work as a teaching attending?

14. Now we would like to talk with you about connecting with millennial learners. Do you use any specific teaching approaches with millennials? What are these?

TEACHING ADVICE

15. What advice would you give to future teaching attending physicians?

a. Is there any specific or unique advice you would offer to future teaching attending physicians who are women? Underrepresented minorities?

16. Has anyone ever sought your advice on teaching?

Probe: If yes, what did you tell him/her?

FOR CURRENT MEDICAL STUDENTS/RESIDENTS:

BACKGROUND

1. To begin, can you introduce yourselves and tell us in what year of training you are?

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

LEARNING EXPERIENCE

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

THOUGHTS ABOUT TEACHING

6. As a teacher, what qualities does (Dr. XX) have?
7. What do you think is the most important quality that makes a great teacher?

Part of the focus of this study is to explore the experiences, approaches, and techniques of teaching attending physicians who self-identify as women and/or underrepresented minorities.

8. What, if any, differences have you found between women and men in their role as teaching attendings?
Probe: Can you think of an example? [ask for examples after each question]
9. What, if any, challenges have you observed women face in their role as teaching attendings, which are different or unique from what men may face?
10. How, if at all, do you think having a woman in the role of teaching attending affects the team dynamics?
11. What about if the attending also happens to be an underrepresented minority in medicine?

12. How do you think the race/ethnicity of the attending affects the team dynamics?

SUMMARY QUESTIONS

13. What was the most important thing you have learned from (Dr. XX) about patient care?

- a. About being a doctor?
- b. About being a teacher?
- c. About being a person?

14. If you are to someday teach, is there anything that (Dr. XX) does that you will do with your learners?

15. What 3 words would you use to describe (Dr. XX) as a teacher?

FOR FORMER MEDICAL STUDENTS/RESIDENTS:

BACKGROUND

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

We are trying to better understand the various teaching techniques and 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

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

THOUGHTS ABOUT TEACHING

6. As a teacher, what qualities did (Dr. XX) have?
7. What do you think is the most important quality that makes a good teacher?

Part of the focus of this study is to explore the experiences, approaches, and techniques of teaching attending physicians who self-identify as women and/or underrepresented minorities.

8. What, if any, differences have you found between women and men in their role as teaching attendings?
Probe: Can you think of an example? [ask for examples after each question]
9. What, if any, challenges have you observed women face in their role as teaching attendings, which are different or unique from what men may face?
10. How, if at all, do you think having a woman in the role of teaching attending affects the team dynamics?

11. What if the attending also happens to be an underrepresented minority?
12. How do you think the race/ethnicity of the attending affects the team dynamics?

SUMMARY QUESTIONS

13. What was the most important thing you learned from (Dr. XX) about patient care?
 - a. About being a doctor?
 - b. About being a teacher?
 - c. About being a person?
14. If you are teaching now/or were to someday teach, is there anything that (Dr. XX) did that you do/will do with your learners?
15. Do you still keep in touch with (Dr. XX)?
16. What 3 words would you use to describe (Dr. XX) as a teacher?