

## Appendix A: Interview Guide Introduction

Interview IDNO [ ][ ][ ][ ] Facilitator Initials [ ][ ] Note-taker Initials [ ][ ]

Audio file: [ ][ ][ ]

Community number: [ ][ ] Date [ ]/[ ]/[ ]

### Introduction

My name is [Investigator] and my colleague [Local Facilitator]. I am a research student from the University of Calgary in Canada working together with [institution name] to better understand your viewpoints on and experiences with medical students and residents (doctors-in-training) coming from international settings, including from the University of Calgary, for several weeks or months to learn in your hospital. This may be known to you as a global health elective or rotation [check for understanding]. The information gathered will be used to further develop the University of Calgary's global health elective program so that these electives are benefiting all of the people involved including the doctors, nurses, students, patients, family members, and community members here.

[Rules of participation in the interview] Participation in this interview is voluntary and you can leave or decide to end the interview at any time. If there is a question you do not wish to answer, feel free to say so and we will move on to the next question. There is no right or wrong answer, all viewpoints are important. We will keep your identity confidential and anonymous outside of this interview. This discussion will last approximately 30 minutes in length.

Do you have any questions about the consent form? If you have no questions, and if you would like to participate in this discussion, I ask you to please sign the consent form now.

### OBTAIN CONSENT-Use consent form

If you agree with being audio recorded, we will start the audio recording now.

.....

*I would like to ask you some questions about your experiences with medical students and residents (doctors-in-training) who travel from international settings (from outside of Africa) to learn medicine and/or surgery in your hospital. In our conversation, I will refer to them as visiting medical trainees [check for understanding]. I am interested to know what your experiences have been and what your thoughts are on this topic area.*

**Appendix A1: Interview Guide for Host Physician Preceptors**

**Opening Question 1:** Can you begin by describing your role here in the hospital?

**Opening Question 2:** How often have you encountered visiting medical trainees?

**Opening Question 3:** In what ways have you encountered visiting medical trainees?

Guiding Questions:

1. Can you begin by describing your experiences with visiting medical trainees from foreign countries/international settings at your hospital? Tell me about your experiences supervising visiting medical trainees?

Probes:

- a. Tell me how you became involved in this?
  - b. Why do you continue to be involved in supervising visiting medical trainees?
2. What are your expectations of visiting medical trainees?
    - a. Probe: How are these expectations met?
    - b. Probe: How are these expectations not met?
    - c. Probe: Are visiting medical trainees a pleasure to work with? How?
    - d. Probe: Are visiting medical trainees difficult to work with? How?
    - e. Probe: Are visiting medical trainees well-prepared when they come to learn here?
  3. What do you observe in how visiting medical trainees interact with other hospital or clinic staff?
    - a. Probe: Have you observed difficulties? Can you give an example.
    - b. Probe: Have you observed positive interactions? Can you give an example.
    - c. Probe: Have other staff, for example, nurses or medical officers, discussed visiting medical trainees with you? (what do they tell you about these visiting medical trainees?)
  4. What do you observe in how visiting medical trainees interact with local students and trainees?
    - a. Probe: Have you observed difficulties? Can you give an example.
    - b. Probe: Have you observed positive interactions? Can you give an example.
  5. What do you observe in how visiting medical trainees interact with patients or their families?
    - a. Probe: Have you observed difficulties? Can you give an example.
    - b. Probe: Have you observed positive interactions? Can you give an example.
  6. What do you think are benefits in having visiting medical trainees come to learn at your hospital?
    - a. Probe: Has it created any opportunities for you?
    - b. Probe: Has it improved your own practice in any way?
  7. What do you think are harms in having visiting medical trainees come to learn in your hospital?
    - a. Probe: Are there any negative issues in having visiting medical trainees come to learn in your hospital?

- b. Probe: are visiting medical trainees an obligation?
  - c. Probe: Some research suggests language and cultural barriers during global health electives may harm patient care. Do you find this to be an issue? (can you give an example from your own experiences)
  - d. Probe: Another question identified in some research on global health electives is that visiting medical trainees may take learning opportunities away from local learners. What are your thoughts and experiences with this?
  - e. Probe: Are visiting medical trainees disruptive in any way?
8. What can the University of Calgary do to improve your experience and this hospital's experience when our medical trainees come to learn here?
    - a. What can our medical trainees do when they come to learn here to improve your experience and this hospital's experience?
    - b. Does it make any difference to your institution to have visiting medical trainees come with a foreign preceptor? Does that provide any positive or negative effect?
  9. How can the University of Calgary make our global health electives more fair for everyone involved?
  10. Is there anything you would like to do to change the process of visiting medical trainees coming to your hospital?

### Closing Questions

We are now approaching the end of our discussion. Is there anything else you would like to add about visiting medical trainees coming here to learn that we have not yet talked about?

If you had to summarize what we talked about today, what is the most important message that you would like me to learn from our discussion today?

- ✓ Summarize
- ✓ Thank participant
- ✓ Provide extra information and contacts to participants

Collect participant demographic details-role/occupation, where they trained, how many students they supervise per month (both visiting medical trainees and local trainees), how many years in practice

**Appendix A2: Interview Guide for Hospital/Health Facility Administrator**

**Opening Question 1:** Can you begin by describing your role here in the hospital?

**Opening Question 2:** How often have you encountered visiting medical trainees?

**Opening Question 3:** In what ways have you encountered visiting medical trainees?

Guiding Questions:

1. Can you begin by describing your experiences with visiting medical trainees from foreign countries/international settings at your hospital? Tell me about your involvement in having visiting medical trainees coming to learn at your hospital?

Probes:

- a. Have you always been involved with the process of having visiting medical trainees coming to your hospital?
  - b. Tell me how you became involved in this?
  - c. What details or decisions are you involved in when visiting medical trainees come to your hospital?
  - d. Why do you continue to be involved in this process?
  - e. What makes it possible for this hospital to allow visiting medical trainees to come here to learn?
2. What are your expectations of visiting medical trainees?
    - a. Probe: How are these expectations met?
    - b. Probe: How are these expectations not met?
    - c. Probe: Are visiting medical trainees a pleasure to work with? How?
    - d. Probe: Are visiting medical trainees difficult to work with? How?
    - e. Are visiting medical trainees well-prepared when they come here to learn?
  3. How do visiting medical trainees interact with other staff in the hospital/clinic?
    - a. Probe: Have you observed difficulties? Can you give an example.
    - b. Probe: Have you observed positive interactions? Can you give an example.
    - c. Probe: Have other staff, for example, nurses or medical officers, discussed visiting medical trainees with you? (what do they tell you about these visiting medical trainees?)
  4. Do visiting medical trainees interact with local trainees?
    - a. Probe: If yes, how do visiting medical trainees interact with local trainees?
    - b. Probe: Have you observed difficulties? Can you give an example.
    - c. Probe: Have you observed positive interactions? Can you give an example.
  5. How do visiting medical trainees interact with patients or their families?

- a. Probe: Have you observed difficulties? Can you give an example.
- b. Probe: Have you observed positive interactions? Can you give an example.
6. What do you think are benefits in having medical students and residents come to learn in your hospital?
  - a. Probe: Has it created any opportunities for you?
  - b. Probe: Has it improved the hospital in any way?
7. What do you think are harms in having medical students and residents come to learn in your hospital?
  - a. Probe: are there any negative things in allowing visiting medical trainees to come learn in your hospital?
  - b. Probe: are visiting medical trainees an obligation?
  - c. Probe: Some research suggests language and cultural barriers during global health electives may harm patient care. Do you find this to be an issue? (can you give an example from your own experiences)
  - d. Probe: Another question identified in some research on global health electives is that visiting medical trainees may take learning opportunities away from local learners. What are your thoughts and experiences with this?
  - e. Probe: Are visiting medical trainees disruptive in any way?
8. What can the University of Calgary do to improve your experience and this hospital's experience when our medical trainees come to learn here?
  - a. What can our medical trainees do when they come to learn here to improve your experience and this hospital's experience?
  - b. Does it make any difference to your institution to have visiting medical trainees come with a foreign preceptor? Does that provide any positive or negative effect?
9. How can the University of Calgary make our global health electives more fair for everyone involved?
10. Is there anything you would like to do to change the process of visiting medical trainees coming to your hospital?

### Closing Questions

We are now approaching the end of our discussion. Is there anything else anyone would like to add about visiting medical trainees coming here to learn that we have not yet talked about?

If you had to summarize what we talked about today, what is the most important message that you would like me to learn from our discussion today?

- ✓ Summarize
- ✓ Thank participant
- ✓ Provide extra information and contacts to participants
- ✓ Collect participant demographic details-role/occupation, place of training

**Appendix A3: Interview Guide for Community Liaison Member**

**Opening Question 1:** Can you begin by describing your role or position?

**Opening Question 2:** How often have you encountered visiting medical trainees?

**Opening Question 3:** In what ways have you encountered visiting medical trainees?

Guiding Questions:

1. What do you think about visiting medical trainees coming to this hospital and to this community to learn?
  - a. Probe: Describe an experience.
2. What are your expectations of visiting medical trainees?
  - a. probe: are these expectations met/not met?
  - b. How do you think these visiting medical trainees should be prepared before coming to your community?
3. What do you think are benefits in allowing visiting medical trainees to come learn in this hospital?
  - a. Probe: Has it improved the community in any way?
4. What do you think are harms in having visiting medical trainees come to learn in this community?
  - a. Probe: Are visiting medical trainees disruptive to the community in any way?
  - b. Probe: Some research suggests language and cultural barriers during global health electives may harm patient care. What are your thoughts on this? (can you give an example from your own experiences)
5. What can the University of Calgary do to improve your experience and this community's experience when our medical trainees come to learn here?
  - a. What can our medical trainees do when they come to learn here to improve the community's experience?
6. How can the University of Calgary make our global health electives more fair for everyone involved?

**Closing Question:** Is there anything else that you would like to share or discuss regarding global health electives?

If you had to summarize what we talked about today, what is the most important message that you would like me to learn from our discussion today?

## Appendix A4: Interview Guide for Nurses

**Opening Question 1:** Can you begin by describing your role or position?

**Opening Question 2:** How often have you encountered visiting medical trainees?

**Opening Question 3:** In what ways have you encountered visiting medical trainees?

Guiding Questions:

1. Can you begin by describing your experiences with visiting medical trainees from foreign countries/international settings at your hospital?
2. Tell me about your experiences working with visiting medical trainees?  
Probes:
  - a. How do visiting medical trainees affect your clinical duties?
  - b. Probe: Are visiting medical trainees a pleasure to work with? How?
  - c. Probe: Are visiting medical trainees difficult to work with? How?
3. What are your expectations of visiting medical trainees?
  - a. Probe: How are these expectations met?
  - b. Probe: How are these expectations not met?
  - c. Are visiting medical trainees well-prepared when they come here to learn?
4. How do visiting medical trainees interact with other staff in the hospital/clinic?
  - a. Probe: Have you observed difficulties? Can you give an example.
  - b. Probe: Have you observed positive interactions? Can you give an example.
  - c. Probe: Have other nurses discussed visiting medical trainees with you? (what do they tell you about these visiting medical trainees?)
5. Do visiting medical trainees interact with local trainees?
  - a. Probe: Have you observed difficulties? Can you give an example.
  - b. Probe: Have you observed positive interactions? Can you give an example.
6. How do visiting medical trainees interact with patients or their families?
  - a. Probe: Have you observed difficulties? Can you give an example.
  - b. Probe: Have you observed positive interactions? Can you give an example.
7. What do you think are benefits in allowing medical students and residents to come learn in your hospital?
  - a. Probe: Has it created any opportunities for you?
  - b. Probe: Has it improved your own learning in any way?
8. What do you think are harms in allowing medical students and residents to come learn in your hospital?



- a. Probe: are there any negative things in allowing visiting medical trainees to come learn in your hospital?
  - b. Probe: Some research suggests language and cultural barriers during global health electives may harm patient care. Do you find this to be an issue? (can you give an example from your own experiences)
  - c. Probe: Another question identified in some research on global health electives is that visiting medical trainees may use limited resources available in the hospital and thereby drain local resources though other research suggests visiting medical trainees may be helpful in assisting with patient care. What are your thoughts and experiences with this?
  - d. Another question identified in some research on global health electives is that visiting medical trainees may take learning opportunities away from local learners. What are your thoughts and experiences with this?
  - e. Probe: Are visiting medical trainees disruptive in any way?
9. What can the University of Calgary do to improve your experience and this hospital's experience when our visiting medical trainees come to learn here?
- a. What can our medical trainees do when they come to learn here to improve your experience and this hospital's experience?
10. How can the University of Calgary make our global health electives more fair for everyone involved?
11. Is there anything you would like to do to change the process of visiting medical trainees coming to your hospital?

**Closing Questions**

We are now approaching the end of our discussion. Is there anything else you would like to add about visiting medical trainees coming here to learn that we have not yet talked about?

If you had to summarize what we talked about today, what is the most important message that you would like me to learn from our discussion today?

- ✓ Summarize
- ✓ Thank participant
- ✓ Provide extra information and contacts to participants
- ✓ Collect participant demographic details-role/occupation, years in practice



## Appendix B: Focus Group Guide Generic Introduction/Ground Rules

FGD IDNO  Facilitator Initials  Note-taker Initials

Assistant Initials

**Participant sub-group:** (*circle*): Medical Officers/Medical students/Residents/Patients/Family Members

**Audio file:**

**Community number:**  **Date** //

### Introduction

My name is [Moderator] and my colleagues [Note-Taker] and [Assistant]. Adriena De Visser is a research student from the University of Calgary in Canada working together with [institution name] to better understand your viewpoints on and experiences with medical students and residents (doctors-in-training) coming from foreign countries, including from the University of Calgary, for several weeks or months to learn in your hospital. This is known as a global health elective or rotation. The information gathered will be used to further develop the University of Calgary's global health elective program so that they are benefiting all of the people involved including the doctors, nurses, students, patients, family members, and community members here.

[Rules of participation in the FGD] Participation in this group discussion is voluntary and you can leave at any time. There is no right or wrong answer, all viewpoints are important. One person speaks at a time and each one of you should be respectful of diverse viewpoints of other people during this discussion. We will keep the identity of participants confidential and anonymous outside of this focus group. If you all accept to participate in this discussion, we will start the audio recording now.

### OBTAIN CONSENT-Use consent form

.....  
*I would like to ask you some questions about your experiences with medical students and residents (doctors-in-training) who travel from international settings (from outside of Africa) to learn medicine and/or surgery in your hospital. In our conversation, I will refer to them as visiting medical trainees [check for understanding]. I am interested to know what your experiences have been and what your thoughts are on this topic area.*

**Appendix B1: Focus Group Discussion Guide for Medical Officers/Registrars**

**Opening Question 1:** Can you begin by describing your role here in the hospital?

**Opening Question 2:** How often have you encountered visiting medical trainees?

**Opening Question 3:** In what ways have you encountered visiting medical trainees?

Guiding Questions:

1. Can you begin by describing your experiences with visiting medical trainees from foreign countries/international settings at your hospital? Tell me about your experiences working with visiting medical trainees?

Probes:

- a. Tell me how you became involved in this?
2. What are your expectations of visiting medical trainees?
  - a. Probe: How are these expectations met?
  - b. Probe: How are these expectations not met?
  - c. Probe: Are visiting medical trainees a pleasure to work with? How?
  - d. Probe: Are visiting medical trainees difficult to work with? How?
  - e. Probe: Are visiting medical trainees well-prepared when they come to learn here?
3. How do visiting medical trainees interact with other staff in the hospital/clinic?
  - a. Probe: Have you observed difficulties? Can you give an example.
  - b. Probe: Have you observed positive interactions? Can you give an example.
  - c. Probe: Have other staff, for example, nurses or other medical officers, discussed visiting medical trainees with you? (what do they tell you about these visiting medical trainees?)
4. Do visiting medical trainees interact with local trainees?
  - a. Probe: Have you observed difficulties? Can you give an example.
  - b. Probe: Have you observed positive interactions? Can you give an example.
5. How do visiting medical trainees interact with patients or their families?
  - a. Probe: Have you observed difficulties? Can you give an example.
  - b. Probe: Have you observed positive interactions? Can you give an example.
6. What do you think are benefits in allowing visiting medical trainees to come learn in your hospital?
  - a. Probe: Has it created any opportunities for you?
  - b. Probe: Has it improved your own learning in any way?
7. What do you think are harms in allowing visiting medical trainees to come learn in your hospital?
  - a. Probe: Are there any negative things in allowing visiting medical trainees to come learn in your hospital?

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3 b. Probe: Some research suggests language and cultural barriers during global health electives  
4 may harm patient care. Do you find this to be an issue? (can you give an example from  
5 your own experiences)  
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7 c. Probe: Another question identified in some research on global health electives is that  
8 visiting medical trainees may take learning opportunities away from local learners. What  
9 are your thoughts and experiences with this?  
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11 d. Probe: Are visiting medical trainees disruptive in any way?  
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13 8. What can the University of Calgary do to improve your experience and this hospital's experience  
14 when our medical trainees come to learn here?  
15 a. What can our medical trainees do when they come to learn here to improve your experience  
16 and this hospital's experience?  
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18 9. How can the University of Calgary make our global health electives more fair for everyone  
19 involved?  
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21 10. Is there anything you would like to do to change the process of visiting medical trainees coming to  
22 your hospital?  
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### 25 Closing Questions

26 We are now approaching the end of our discussion. Is there anything else anyone would like to add about  
27 visiting medical students and residents coming here to learn that we have not yet talked about?  
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29 If you had to summarize what we talked about today, what is the most important thing that you would like  
30 me to learn from our discussion today?  
31

- 32 ✓ Summarize  
33 ✓ Thank participant  
34 ✓ Provide extra information and contacts to participants  
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37 Collect participant demographic details-role/occupation, years in practice  
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**Appendix B2: Focus Group Interview Guide for Local Residents, Interns, and Medical Students**

**Opening Question:** Can you begin by describing your experiences with visiting medical trainees from foreign countries/international settings at your hospital?

Guiding Questions:

1. Tell me about your experiences working with visiting medical trainees?

Probes:

- a. Can you give me an example?
  - b. Do visiting medical trainees change your own training in any way?
  - c. How much do you interact with visiting medical trainees?
  - d. How do you interact with visiting medical trainees?
2. What are your expectations of visiting medical trainees?
- a. Probe: How are these expectations met?
  - b. Probe: How are these expectations not met?
  - c. Probe: Are visiting medical trainees a pleasure to work with? How?
  - d. Probe: Are visiting medical trainees difficult to work with? How?
  - e. Probe: Are visiting medical trainees well-prepared when they come to learn here?
3. How do visiting medical trainees interact with other staff in the hospital/clinic?
- a. Probe: Have you observed difficulties? Can you give an example.
  - b. Probe: Have you observed positive interactions? Can you give an example.
  - c. Probe: Have other staff, for example, nurses or other medical officers, discussed visiting medical trainees with you? (what do they tell you about these visiting medical trainees?)
4. How do visiting medical trainees interact with patients or their families?
- a. Probe: Have you observed difficulties? Can you give an example.
  - b. Probe: Have you observed positive interactions? Can you give an example.
5. What do you think are benefits in allowing visiting medical trainees to come learn in your hospital?
- a. Probe: Has it created any opportunities for you?
  - b. Probe: Has it improved your own learning in any way?
6. What do you think are harms in allowing visiting medical trainees to come learn in your hospital?
- a. Probe: are there any negative things in allowing visiting medical trainees to come learn in your hospital?
  - b. Probe: Some research suggests language and cultural barriers during global health electives may harm patient care. Do you find this to be an issue? (can you give an example from your own experiences)

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3 c. Probe: Another question identified in some research on global health electives is that  
4 visiting medical trainees may take learning opportunities away from local learners. What  
5 are your thoughts and experiences with this?  
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7 d. Probe: Are visiting medical trainees disruptive in any way?  
8  
9 7. What can the University of Calgary do to improve your experience when our medical trainees come  
10 to learn here?  
11 a. What can our medical trainees do when they come to learn here to improve your  
12 experience?  
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14 8. How can the University of Calgary make our global health electives more fair for everyone  
15 involved?  
16  
17 9. Is there anything you would like to do to change the process of visiting medical trainees coming to  
18 your hospital?  
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### 21 Closing Questions

22 We are now approaching the end of our discussion. Is there anything else anyone would like to add about  
23 visiting medical trainees coming here to learn that we have not yet talked about?  
24

25 If you had to summarize what we talked about today, what is the most important message that you would  
26 like me to learn from our discussion today?  
27

- 28 ✓ Summarize  
29  
30 ✓ Thank participant  
31  
32 ✓ Provide extra information and contacts to participants  
33 Collect participant demographic details-role/occupation, year of training  
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**Appendix B3: Focus Group Discussion Guide for Patients and Family Members**

**Opening Question 1:** As a patient or family member, have you met any visiting medical trainees? (make sure to clarify who they are talking about)

Guiding Questions:

- 1. What was that like?
- 2. Tell me about your experiences interacting with visiting medical trainees?

Probes:

- a. How much do you talk with the visiting medical trainees?
- b. Can you give me an example of how they interacted with you.
- c. What have the visiting medical trainees done for you as a patient or family member?
- 3. What are your expectations of visiting medical student and residents?
  - a. Probe: Are these expectations met or not met?
- 4. What do you think are benefits in having visiting medical trainees coming to learn in this hospital?
  - a. Probe: Has it improved your experience while you are here in any way, either as a patient or a family member?
  - b. Can you describe how it has improved your experience?
- 5. What do you think are harms in having visiting medical trainees coming to learn in this hospital?
  - a. Probe: are there any negative things in allowing medical students and residents to come learn in this hospital?
  - b. Probe: Some research suggests language and cultural barriers during global health electives may harm patient care. Do you find this to be an issue? (can you give an example from your own experiences)
  - c. Probe: Another question identified in some research on global health electives is that visiting medical trainees may use limited resources available in the hospital and thereby drain local resources though other research suggests visiting medical trainees may be helpful in assisting with patient care. What are your thoughts and experiences with this?
- 6. How can the University of Calgary make our global health electives more fair for everyone involved?
- 7. What can University of Calgary medical trainees do to improve your experiences when they come to learn in this hospital?
- 8. Is there anything you would like to change when visiting medical trainees come to this hospital to learn and to help take care of you?

**Closing Question**

We are now approaching the end of our discussion. Is there anything else anyone would like to add about visiting medical students and residents coming here to learn that we have not yet talked about?

If you had to summarize what we talked about today, what is the most important message that you would

like me to learn from our discussion today?

- ✓ Summarize
  - ✓ Thank participants
  - ✓ Provide extra information and contacts to participants
- Collect participant demographic details-role, length of stay in hospital (outpatient vs. inpatient)

For Peer-Review Only