

Supplemental Digital Appendix 1

Characteristics of Community-Based Preceptors: What Factors Influenced Outpatient Preceptors to Stop or Significantly Decrease Medical Student Teaching. From a Multi-Institutional Study of 27 Pediatrician Preceptors and Reasons for Ceasing or Decreasing Teaching Time, 2017–2018

Demographics

1. Length of time in practice? Length of time teaching students?
2. Gender:
3. Type of practice (clinic or private office):
4. Describe the ownership of your practice:
5. How many partners do you have? NPs? PAs? Did all of the health care providers in the practice teach students?

Semi-Structured Interview Questions

1. How often did you have students? (Or how often did you used to take students/ how often do you now take students)? Do you participate, or have you participated, in any other medical teaching activities (e.g., for M1, M2, PA, NP)?
2. What inspired you to start teaching medical students?
3. What made you stop taking students as frequently as you had previously?
4. Did you receive any benefits from teaching medical students (suggest CME credit, recognition if they can't think of anything)? If YES, what was your opinion of those benefits?
5. What did you value most about teaching medical students? Least enjoy?
6. If you could have an ideal situation for medical student teaching in your practice, what would that look like?
7. What do you think we (clerkship director, clerkship coordinator, medical school) could have done to make your job as a preceptor better?
8. What advice do you have for clerkship directors recruiting/retaining community-based preceptors?
9. What would we need to change to get you back to teaching medical students?