

Attachment 1: Interview guide

Concept of the theoretical framework	Questions for trainees	Questions for PLT
Sociodemographic information Professional experience Practice information Practice type, services, practice customers	Short questionnaire	Short questionnaire
Practice routine - consultations Practice routine - teaching and specialization	What is your role in daily practice routine as part of the team? What is it like when students are in the practice? <i>to be clarified/ask if necessary:</i> <i>How often or regularly?</i> <i>On whose initiative? (How did this come about?)</i> What experiences have you had/collected in other postgraduate education phases previously? <i>Have you supervised/taught students in postgraduate education to date?</i> <i>Follow-on questions: in an in-patient setting? Other practices? Experienced differently?</i>	What role does the trainee have in the daily practice routine as part of the team? What is it like when students are in the practice? <i>to be clarified/ask if necessary:</i> <i>what involvement in supervision? What tasks? How often or regularly?</i> <i>On whose initiative was the involvement? (How did this come about?)</i> Have you previously involved other trainees in student supervision? <i>Follow-on questions: how regularly? Depending on what? (Trainee/duration of postgraduate training/practice factors?)</i>
Advantages/positive effects <u>Theoretical Framework of Acceptance (TFA):</u> Affective attitude Effectiveness Opportunity cost	What consequences/effects do you see when you supervise students (advantages or disadvantages)? <i>Follow-on questions:</i> <i>For students?</i> <i>For the practice/the PLTs?</i> <i>For patients?</i> <i>For yourself?</i>	Why do you involve trainees in student supervision? / What advantages/effects do you see when trainees supervise students? <i>Follow-on questions:</i> <i>For students?</i> <i>For trainees?</i> <i>For patients/practice?</i> <i>For yourself?</i>
Competence <u>TFA:</u> Self-Efficacy (Ethicality?)	How well prepared and able do you feel to supervise students? <i>Follow-on questions: prepared by what? Support? Needs?</i> <i>Previous teaching experience?</i>	How well are trainees prepared/able to supervise students? <i>Follow-on questions:</i> <i>Depending on what? (Previous experience, duration of postgraduate education/personality? Area of activity?)</i>

Concept of the theoretical framework	Questions for Trainees	Questions for PLT
Barriers <u>TFA:</u> Opportunity cost Burden Ethicality Affective attitude	What do you find difficult? <i>If necessary ask:</i> <i>Confidence of the PLT?</i> <i>Your own confidence?</i> <i>Rejection by students?</i> <i>Lack of time/patient care more important?</i> <i>Effort to familiarize yourself/find out information?</i> <i>Feel comfortable with the task/fun?</i> <i>Disadvantages for patient care?</i> <i>For your own postgraduate education?</i> <i>For the training of students?</i>	What makes it difficult to involve trainees in student supervision? <i>If necessary ask:</i> <i>Confidence of trainees?</i> <i>Your own confidence that trainees can take this on?</i> <i>Rejection by students?</i> <i>Lack of time/patient care more important?</i> <i>Effort to instruct trainees on this?</i> <i>Disadvantages for patient care?</i> <i>For further training for trainees?</i> <i>For training students?</i>
Role of student support in postgraduate education and in the self-image of GPs <u>TFA:</u> Coherence	How do you view trainees teaching students? How important is it for you that you also have the opportunity to supervise students during your postgraduate education? Would you like to supervise/teach students later as a GP? To what extent is medical training part of the GP's duties?	Do you think it is right that trainees should teach students? How important do you think it is that you are also given the opportunity to supervise students during your postgraduate education? To what extent is medical training part of the GP's duties?
Outlook/future perspectives <u>TFA:</u> Ethicality Self-efficacy	How should trainees be included in medical education in the future? What support options are needed to enable more involvement? To what extent should teaching become a regular part of postgraduate medical education?	How should trainees be included in medical education in the future? What support options are needed to enable more involvement? Should education/teaching become a regular part of postgraduate medical education?
Conclusion	Is there anything else you would like to add? Have I forgotten to ask something?	Is there anything else you would like to add? Have I forgotten to ask something?