

SUPPLEMENTARY FILE 1: IN-DEPTH INTERVIEW GUIDE

Modern Teaching Strategies in Midwifery Education and Their Impact on Evidence-Based Practice Competence Among Midwifery Students in Germany

INTRODUCTION TO PARTICIPANTS

Purpose of the Interview:

The main purpose of this interview is to explore experiences, facilitators, and barriers to the implementation of modern evidence-based practice (EBP) teaching approaches among midwifery educators. The information gathered will inform the further development of EBP teaching approaches and frameworks for midwifery education in Germany and internationally.

Definition of EBP Teaching:

For this study, we adopt the following definition: Evidence-based practice (EBP) in midwifery education combines clinical expertise, the best available research evidence, and patient values/preferences to provide optimal care (Dawes et al., 2005). The educator's task is to ensure that learners understand core components of EBP:

- Integration of current research findings with clinical expertise and the specific needs/preferences of women planning pregnancy, pregnant women, and breastfeeding mothers
- Ability to critically appraise the quality and applicability of research findings
- Practical application of findings to clinical decision-making
- Understanding of how to adapt care to individual circumstances while maintaining an evidence base

Assurance of Confidentiality:

All responses will be treated confidentially and anonymously. No identifying information will be included in publications or presentations.

Duration:

The interview will last approximately 45-60 minutes.

SECTION 1: DEMOGRAPHIC INFORMATION AND BACKGROUND

Unique participant ID: _____

Age at time of interview: _____

(a) Educational background:

☐ Bachelor's degree

☐ Master's degree

☐ Doctorate

☐ Other (please specify): _____

(b) Field of study/specialization:

- ☐ Midwifery
- ☐ Nursing science
- ☐ Medical pedagogy/health professions education
- ☐ Other (please specify): _____

(c) Current role/position:

- ☐ Lecturer/Faculty member
- ☐ Clinical practice supervisor
- ☐ Practice coordinator
- ☐ Research assistant
- ☐ Other (please specify): _____

(d) How long have you been involved in midwifery education, particularly in teaching evidence-based practice (EBP)?

(e) Can you tell me about your professional background and your current role in the midwifery program?

SECTION 2: PROGRAM CONTEXT

- Were you involved in designing or revising the midwifery curriculum? (Yes/No)
 - If yes, please describe your role.
- How would you describe the general pedagogical approach of your program?

SECTION 3: EXPERIENCES WITH MODERN TEACHING APPROACHES

Awareness and understanding

- How do you define "modern teaching approaches" in the context of EBP in midwifery education?
- What innovative learning methods have you experienced or implemented in your program or educational context, and how have these influenced teaching and learning?

Implementation Experience

- How would you characterize the status of EBP teaching implementation in general and at your institution specifically?
- Can you briefly describe the context of your program?
- What role do innovative teaching methods play in your educational environment?
- Is EBP taught as part of the current curriculum at your institution?

- Can you provide specific examples of modern teaching approaches you have used to teach EBP?
- What experiences have you and your colleagues had with theoretical EBP teaching?
- What experiences have you had with practical/clinical EBP teaching?
- What outcomes have you achieved with these approaches? What impact have they had on student learning and engagement?

Student Feedback

- How do students respond to these modern teaching methods?
- Can you provide specific feedback or comments from students?

SECTION 4: FACILITATING FACTORS FOR IMPLEMENTATION

Support and Resources

- How would you describe the process of introducing EBP teaching? Who is involved?
- What resources (e.g., training, materials, technology) were available to support implementation of these teaching approaches?
- Was there institutional support (e.g., from administration, leadership) that facilitated the use of modern teaching methods?

Collaboration and Community

- What collaborative experiences have you had within your institution?
- Can you describe any partnerships or networks that have supported the implementation of these approaches?

SECTION 5: BARRIERS TO IMPLEMENTATION

Challenges

- Have you encountered any challenges or barriers when implementing modern teaching methods in your program?
- How do these barriers affect the effectiveness of EBP teaching?
- How do you think these barriers can best be addressed or overcome?

Resistance to Change

- Have you observed resistance to modern teaching methods among faculty or students? If so, what were the reasons?
- How did you address or work around these challenges?

SECTION 6: FUTURE DIRECTIONS

Suggestions for Improvement

- Based on your experience, what changes or improvements would you suggest for implementing modern teaching approaches in midwifery education?
- What additional support or resources would enhance the integration of these approaches?

Vision for the Future

- How do you envision the future of EBP teaching in midwifery curricula? What role will modern teaching approaches play?

CONCLUSION

Final thoughts: Is there anything else you would like to add about your experiences with modern teaching approaches to EBP in midwifery education?

Thank you for your participation in this study. We are grateful for your time and valuable insights.

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Reference: Dawes M, Summerskill W, Glasziou P, et al. Sicily statement on evidence-based practice. BMC Med Educ. 2005;5(1):1.