

Supplementary File 1: Interview Guide for Faculty Perspectives on Nutrition Education in Undergraduate Medical Curriculum in Pakistan

Section	Questions / Prompts
Section 0: Informed Consent	• You are invited to participate in a research study exploring nutrition education in undergraduate medical training in Pakistan. • Your participation is voluntary, and you may withdraw at any time without any consequences. • The interview will take approximately 30–45 minutes and will be audio-recorded with your permission. • All information will be kept confidential and anonymized. • Do you consent to participate in this study and to the audio recording of this interview? Yes _____ No _____
Section 1: Demographic Information	• What is your current designation and specialty? • How many years of teaching experience do you have? • Are you involved in undergraduate teaching, postgraduate training, or both? • Have you received any formal training in nutrition or a related field?
Section 2: Understanding and Importance of Nutrition	1. How do you define nutrition in the context of medical practice? 2. What role do you think nutrition plays in patient care and disease management? 3. Do you believe that nutrition education is essential for all medical graduates? Why or why not?
Section 3: Current Status of Nutrition Education	4. How would you describe the current status of nutrition education in the undergraduate MBBS curriculum? • Probe: Which disciplines or courses include nutrition content? 5. At what stage(s) of the curriculum is nutrition currently taught?

	6. How is nutrition typically delivered (e.g., lectures, clinical teaching, community settings)? 7. How are nutrition-related competencies assessed in undergraduate training?
Section 4: Perceived Gaps and Challenges	8. What are the key strengths of the current approach to nutrition education? 9. What gaps or limitations do you perceive in the current curriculum? • Probe: Clinical application • Probe: Integration across disciplines 10. Do you think graduating medical students are adequately prepared to address patients' nutritional needs? Why or why not? 11. What challenges or barriers exist in improving nutrition education within the current system? • Probe: Curriculum overload • Probe: Faculty expertise • Probe: Institutional priorities
Section 5: Clinical Relevance and Competence	12. In your opinion, how important is nutrition in the management of common conditions such as diabetes, cardiovascular diseases, and maternal health? 13. Do you think medical graduates are confident in providing dietary counselling to patients?

	14. What key nutrition-related competencies should a graduating medical student possess?
Section 6: Curriculum Integration and Improvement	15. How do you think nutrition education can be better integrated into the undergraduate curriculum? • Probe: Vertical and horizontal integration 16. At what stage(s) of medical training should nutrition be emphasized? 17. What teaching methods would be most effective for nutrition education? • Probe: Case-based learning • Probe: Clinical rotations 18. What role should different stakeholders (e.g., faculty, regulatory bodies, institutions) play in improving nutrition education?
Section 7: Recommendations and Future Directions	19. What specific changes would you recommend to improve nutrition education in the MBBS curriculum? 20. Are there any existing models or practices that you think could be adapted in Pakistan? 21. Is there anything else you would like to add regarding nutrition education in medical training?

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Thank you for your time