Supplementary Table 2

Faculty Interview Guide

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| Question # | Question |
| 1 | If we were to adopt genetic content into the undergraduate nursing curriculum, what are your initial thoughts? [What do you think of when you hear “genetic content”? What additional information about the content would you need to consider this possibility?] |
| 2 | How (if at all) is your initial reaction influenced by past experiences with genetics? [Have students asked you about genetics in lectures? Have you ever felt the need to know more about genetics in a clinical setting? Have you read or heard something in the news related to health care and genetics and wondered about how it might change nursing practice? Have you seen changes in health care directly related to current knowledge about genetics?] |
| 3 | What do you think about the relevance of genetics to nursing practice? [Did completing the questionnaire change your thoughts about the relevance of genetics to practice? Do you see a role for nurses in implementing genetic knowledge into patient care?] |
| 4 | What did you think about the level of complexity of genetic content contained in the questionnaire you completed in the first part of this study? [Were the questions easier than expected? Harder? Were the questions completely different from your expectations of “genetics”? How? What resources would you need to teach this content in class? What would you need to know to teach students to use genetic knowledge in practice?] |
| 5 | You were asked on the questionnaire to answer the following question “How important do you think it is for the nurse to become more educated about the genetics of common disease?” What factors influenced your answer to this question? [If you did not think it was important, what would you need to know to convince you that nurses need this knowledge? If you did think it was very important, what would you tell other nurses to convince them?] |
| 6 | What role do Canadian nursing organizations and educational institutions play in relation to deciding to adopt genetic content into undergraduate nursing curricula in Canada? [How would these organizations facilitate adding genetics to the curriculum? How would these organizations impede the addition of genetics to the curriculum?] |
| 7 | What are the potential advantages of adopting genetic content into undergraduate nursing curriculum in Canada? [How could adding genetic content improve the patient care provided by students? How would adding genetic content augment the existing curriculum? Could adding genetic content improve student understanding of other concepts? Are there benefits to understanding genetics from a global perspective?] |
| 8 | What are the potential disadvantages with adopting genetic content into undergraduate nursing curriculum in Canada? [How would adding genetic content have a negative impact on the patient care provided by students? How would adding genetic content weaken the existing curriculum? Could adding genetic content worsen student learning of other concepts? Are there disadvantages to understanding genetics from a global perspective?] |
| 9 | What else would you like to say about this topic? [When we scheduled this focus group, were there any points that you thought would be important to raise?] |