

**Interview ID:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**University:** \_\_\_\_\_

**Region:** \_\_\_\_\_

**Health facility:** \_\_\_\_\_

**Level:**            \_\_\_ **HCIII**            \_\_\_ **HCIV**            \_\_\_ **Hospital**

**Ownership:**   \_\_\_ **Government**   \_\_\_ **Private-not-for-Profit**   \_\_\_ **Private-for-Profit**

**District:** \_\_\_\_\_

**Village:** \_\_\_\_\_

**Name of Moderator:** \_\_\_\_\_

**Name of Recorder:** \_\_\_\_\_

**Contact group:** \_\_\_\_\_

**Place where the discussion was held:** \_\_\_\_\_

**Description of key informant<sup>1</sup>:** \_\_\_\_\_

\_\_\_\_\_

**Comments on how the interview went:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

---

<sup>1</sup> Eg Site in-charge, staff in charge of MCH, staff responsible for out-reach  
The staff interviewed should have been at the unit for NOT LESS THAN 6 MONTHS

*This tool may only be used for educational or research purposes.*

*Suggested citation: Medical Education for Equitable Services to All Ugandans (MESAU), 2012. COBERS Impact Evaluation Guide for Key Informant Interviews with Health Facility Staff.*

*The MESAU Programmatic Award is supported by OGAC, NIH and HRSA through the Medical Education Partnership Initiative grant number 5R24TW008886*

### **Introduction (by the Researchers)**

*Thank you for agreeing to participate in this discussion. As you may already be aware universities send health sciences students to your local health unit and community each year as part of their training. During this time students are engaged in different kinds of activities both at the health unit and in the community. We are interested in hearing your views and thoughts as health facility staff regarding how this training of students in the community has helped respond to some of the health needs in your community if at all. We are interested in understanding from your perspective as service providers how the students' presence at the health units affects the way services are delivered and how community members respond to their presence at the health unit and in the community. Please feel free to express your views and opinions as this will help to improve on this program.*

1. What key activities are University health science (COBERS) students involved in?
2. How long did the last group of students stay at the site? (*Probe for whether this was the duration specified in the communication from the University*)
3. What additional activities have been introduced by University health science (COBERS) students (if at all)? (*Probe for frequency of activities, time spent in the community, is it a new activity, etc*)
4. What other contributions do COBERS students make in improving community health? (*Probe for concrete examples for utilisation, access, service delivery at the facility*)
5. In what ways has the presence of students affected the functioning of the health facility?
6. What approaches do University health science (COBERS) students use to interact with communities? In your opinion, which one seems to work best? Why?
7. In what ways are community members involved in identifying and deciding the health related activities implemented by students? (*Probe for decision making regarding what activities, timing, where and how they are implemented*)
8. In what ways are site facility staff involved with the University health science (COBERS) students?
9. What kind of preparation have you received in relation to hosting the University health science (COBERS) students?
10. What other activities are you involved in with the University?
11. Would you say that your participation in student activities has influenced your practice? Please explain.
12. Would you say that your participation in student activities has influenced your professional development?

*This tool may only be used for educational or research purposes.*

*Suggested citation: Medical Education for Equitable Services to All Ugandans (MESAU), 2012. COBERS Impact Evaluation Guide for Key Informant Interviews with Health Facility Staff.*

*The MESAU Programmatic Award is supported by OGAC, NIH and HRSA through the Medical Education Partnership Initiative grant number 5R24TW008886*

*THANK YOU VERY MUCH FOR YOUR TIME*

*This tool may only be used for educational or research purposes.*

*Suggested citation: Medical Education for Equitable Services to All Ugandans (MESAU), 2012. COBERS Impact Evaluation Guide for Key Informant Interviews with Health Facility Staff.*

*The MESAU Programmatic Award is supported by OGAC, NIH and HRSA through the Medical Education Partnership Initiative grant number 5R24TW008886*