**INTERVIEW GUIDE**

**N.B.** The researchers will distribute the General Pharmaceutical Council’s (GPhC) revised *Standards* ahead of the interview and direct participants to relevant changes; we will also provide a summary of key questions prior to the interview to allow participants to reflect in advance on key themes and core areas for discussion.

**Checklist: introductory matters**

 Introduce yourself.

 Seek explicit confirmation from interviewee that they are happy for the interview to be recorded.

 Thank interviewee for participating.

 Emphasise that data gathered will be anonymised.

 Explain in clear and simple terms (i) the purpose of the project, and (ii) how the data will be used.

 Ask interviewee to confirm that they understand and consent to participate (“is there anything you’d like to ask/clarify before we begin?”).

**\*\*IMPORTANT: Remind participants not to mention anyone by name during the interview (including colleagues, service-users, or themselves)\*\***

**Checklist: essential coverage**

 Gather demographical data from the interviewee

 Did interviewee participate in GPhC *Standards* consultation? In what capacity?

 Have they participated in any other consultations on professional ethics?

 How do they describe the experience of participation (positive and negative aspects)?

 What factors does interviewee cite as making it more/less likely that they will participate in professional ethics consultations in future?

 Is the interviewee broadly in favour of, or against, the changes to the GPhC *Standards*?

 What reasons do they give?

 How does the interviewee understand the role of values in pharmacy practice?

 How does interviewee consider conflicts between personal ethics and professional expectations ought to be managed?

 Does the interviewee narrate any relevant personal experiences? If so, how does interviewee characterise them? What are the key themes that emerge from the narrative(s)?

 How does interviewee regard the possibility of pharmacists’ involvement in assisted dying and/or providing abortion prescriptions, in light of the balance currently struck in the *Standards*?

**Checklist: concluding matters**

 Thank interviewee and assure them that their contribution has been valuable.

 Ask if they are happy for you to contact them to follow up.

 Give interviewee a note of your contact details in case they wish to initiate follow up.

**PART I.**

Aims: To encourage the interviewee to reveal general impressions, thoughts and feelings about the revised *Standards* and reflect in general terms on the role of values in pharmacy practice.

To provide the opportunity for the interviewee to begin narrating personal experiences if they wish, without explicitly requesting this yet.

Method: some simple initial questions followed by more open-ended questions and prompts.

**Q. Have you looked over the revised Standards?**

[If interviewee has not, summarise the key changes and briefly explain their rationale, using neutral language (e.g. ‘personal values’ instead of ‘commitments’ or ‘beliefs’, ‘professional expectations’ rather than ‘obligations’ or ‘commitments’, and ‘service users’ rather than ‘patients’).]

**Q. Before we contacted you, were you aware of the recent consultation on the revised *Standards*?**

**Q. What are your general impressions of the revised *Standards*?**

 Anything in the revised *Standards* you would like to comment on?

 Any words/phrases you particularly like/dislike/have concerns about?

 How do you feel about the changes?

**PART II.**

Aims: to gain detailed knowledge of (i) interviewees’ engagement with the processes by which professional ethics guidance is created, and their use of such guidance in their practice; and (ii) interviewees’ experience of, and views about, conflict between personal ethical commitments and the expectations associated with their professional roles.

Method: combination of open-ended and specific questions and prompts aimed at eliciting personal experiences, examples, and reasons. Building on reflection in opening segment, ask interviewee to narrate relevant personal experiences using examples/analogies to illustrate where appropriate.

**Q. Did you participate in the recent consultation on the revised *Standards*?**

If so, in what way/in what capacity?

 Have they participated in any other consultations on professional ethics guidance?

**Q. If interviewee has participated in this or any previous process of developing ethics guidance**:

 What made them decide to participate?

 Were/are there any particular experiences or concerns that motivated them?

 [If so] Can they elaborate on that concern/ that experience?

 If interviewee lists various factors motivating participation, try to establish which was/were the key one(s).

 How would they describe the experience of participation?

 Any positives and/or negatives of the experience?

 Thoughts/reactions on hearing the outcome of the consultation?

 Any factors that made it easier/ more difficult for them to take part? (If interviewee lists more than one factor, try to establish how important each was.)

**Q. If interviewee has never participated in the creation of professional guidance, encourage them to reflect on why this is, and whether there are any factors/circumstances that dissuade them from participating in such a process, or would make participation difficult.**

 Facilitate lengthy reflection

 Encourage interviewee to list as many factors as they can, and then encourage them to identify factors with more/less importance

**Q. How likely are they to participate in such a process in future?**

 Encourage the interviewee to relate their answer to any positives/negatives and ease/difficulty discussed under the previous questions.

**Q. The new *Standards* give guidance on how professionals should manage conflicts between their personal ethics and the expectations attached to their professional roles. Can you tell me about any times when you have experienced such a conflict?**

 How did conflict affect the way they perceive their role?

**Q. How do you see the place of values in pharmacy practice?**

 Do you understand pharmacy practice as being informed by values?

 [If yes] Rarely? Often? Continually?

 [If yes] Important role? Marginal/peripheral role?

 [If yes] How do values inform practice? Can you give me any examples of values informing practice? (Pick up themes/examples in Part III.)

 [If no] Unpack idea of pharmacy as value-free/value-neutral and ask interviewee to explain this and reflect on it.

**Q. [If values important] Can you tell me about some of the values you think are most important for a pharmacist?**

 Ask interviewee mentions specific values, ask them to explain for each what it means (ask for an example if explanation unclear) and why it is important to pharmacy practice.

**Q. [If values important] Can you describe where you think the pharmacist acquires these values from?**

 From training?

 From professional ethics codes/guidance?

 From other sources? (Family? Personal morality? Religious belief systems?)

**Q. How and to what extent do you make use of professional ethics guidance in your own work?**

**Q. What does the idea of ‘person-centred care’ mean to you?**

 A helpful way of thinking about pharmacy practice? Why/why not?

 How well do they think it describes their relationship with service-users?

 How well do they think it captures the values they have already mentioned as being ‘important’?

 OR, if interviewee has indicated values not important, do they reject idea of ‘person-centred care’, or understand it as value-neutral? Unpack this with them.

**PART III.**

Aim: to encourage the interviewee to reflect on and unpack some of the specifics discussed in the previous segment and formulate concluding thoughts.

Method: the structure of this part of the interview is left open to allow the interviewer and interviewee as much freedom as possible to revisit and clarify themes and examples raised in Parts I and II.