

Supplementary Table S1. Interview protocol

Phase	Topics	Content/example questions
Introduction	Aim of study	We are conducting a study to understand the perceptions of midwifery students and the barriers identified when attending a planned home birth in order to make them more visible and to improve training in home birth process.
	Purpose	Carry out research based on your experiences in caring for a low-risk pregnant woman who opts for a planned home birth.
	Ethical issues	Inform about volunteering, recording, consent, possibility of withdrawing.
Opening	Introductory question	Please, tell me your opinion and perception about planned home birth in low-risk women.
Development	Conversation guide	Could you please describe your expectations prior to attending today's clinical case?
		How would you describe the perception of having completed the simulation?
		How would you describe the level of training regarding planned home birth? Do you feel qualified to perform planned births at home?
		What other aspects, techniques, and/or services do you believe are essential in planned births at home? What could they bring?
		How do you think performing planned home birth would improve the health of low-risk women?
		How did you feel during the home birth attended?
		What do you think are the reasons why you think women choose to have a home birth rather than a hospital birth?
		What difficulties do you find to attend planned home births?
		What institutional, organisational or management aspects, aside from professional attitudes or skills, do you believe are required?
		What actions do you think are necessary to include planned home births in nursing curriculum?
Closing	Last question	Would you like to add anything else that you consider relevant? Anything to clarify before we end?

	Appreciation	Remind them of how their information will be used and tell them they can contact us if you have any queries Once the research is completed, we will send you a copy
	Acknowledgements	Thank you for your time and interest. Certainly, your statement will be useful for the research
Translation	Retro-translations	The interview statements will be translated into English by bilingual researcher. They will then be back-translated into Spanish by bilingual researcher and compared with the original transcripts to ensure accuracy.

Standards for Reporting Qualitative Research (SRQR)*

<http://www.equator-network.org/reporting-guidelines/srqr/>

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no(s).

Title and abstract

Title - Concise description of the nature and topic of the study Identifying the study as qualitative or indicating the approach (e.g., ethnography, grounded theory) or data collection methods (e.g., interview, focus group) is recommended	1
Abstract - Summary of key elements of the study using the abstract format of the intended publication; typically includes background, purpose, methods, results, and conclusions	1

Introduction

Problem formulation - Description and significance of the problem/phenomenon studied; review of relevant theory and empirical work; problem statement	2-4
Purpose or research question - Purpose of the study and specific objectives or questions	5

Methods

Qualitative approach and research paradigm - Qualitative approach (e.g., ethnography, grounded theory, case study, phenomenology, narrative research) and guiding theory if appropriate; identifying the research paradigm (e.g., postpositivist, constructivist/ interpretivist) is also recommended; rationale**	5
Researcher characteristics and reflexivity - Researchers' characteristics that may influence the research, including personal attributes, qualifications/experience, relationship with participants, assumptions, and/or presuppositions; potential or actual interaction between researchers' characteristics and the research questions, approach, methods, results, and/or transferability	6
Context - Setting/site and salient contextual factors; rationale**	
Sampling strategy - How and why research participants, documents, or events were selected; criteria for deciding when no further sampling was necessary (e.g., sampling saturation); rationale**	6
Ethical issues pertaining to human subjects - Documentation of approval by an appropriate ethics review board and participant consent, or explanation for lack thereof; other confidentiality and data security issues	8
Data collection methods - Types of data collected; details of data collection procedures including (as appropriate) start and stop dates of data collection and analysis, iterative process, triangulation of sources/methods, and modification of procedures in response to evolving study findings; rationale**	6-7
Data collection instruments and technologies - Description of instruments (e.g., interview guides, questionnaires) and devices (e.g., audio recorders) used for data collection; if/how the instrument(s) changed over the course of the study	
Units of study - Number and relevant characteristics of participants, documents, or events included in the study; level of participation (could be reported in results)	6
Data processing - Methods for processing data prior to and during analysis, including transcription, data entry, data management and security, verification of data integrity, data coding, and anonymization/de-identification of excerpts	7-8
Data analysis - Process by which inferences, themes, etc., were identified and developed, including the researchers involved in data analysis; usually references a specific paradigm or approach; rationale**	7-8
Techniques to enhance trustworthiness - Techniques to enhance trustworthiness and credibility of data analysis (e.g., member checking, audit trail, triangulation); rationale**	8-9

Results/findings

Synthesis and interpretation - Main findings (e.g., interpretations, inferences, and themes); might include development of a theory or model, or integration with prior research or theory	9-16
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Links to empirical data - Evidence (e.g., quotes, field notes, text excerpts, photographs) to substantiate analytic findings	9-16
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Discussion

Integration with prior work, implications, transferability, and contribution(s) to the field - Short summary of main findings; explanation of how findings and conclusions connect to, support, elaborate on, or challenge conclusions of earlier scholarship; discussion of scope of application/generalizability; identification of unique contribution(s) to scholarship in a discipline or field	17-20
Limitations - Trustworthiness and limitations of findings	20

Other

Conflicts of interest - Potential sources of influence or perceived influence on study conduct and conclusions; how these were managed	21
Funding - Sources of funding and other support; role of funders in data collection, interpretation, and reporting	21

*The authors created the SRQR by searching the literature to identify guidelines, reporting standards, and critical appraisal criteria for qualitative research; reviewing the reference lists of retrieved sources; and contacting experts to gain feedback. The SRQR aims to improve the transparency of all aspects of qualitative research by providing clear standards for reporting qualitative research.

**The rationale should briefly discuss the justification for choosing that theory, approach, method, or technique rather than other options available, the assumptions and limitations implicit in those choices, and how those choices influence study conclusions and transferability. As appropriate, the rationale for several items might be discussed together.

Reference:

O'Brien BC, Harris IB, Beckman TJ, Reed DA, Cook DA. **Standards for reporting qualitative research: a synthesis of recommendations.** *Academic Medicine*, Vol. 89, No. 9 / Sept 2014
 DOI: 10.1097/ACM.0000000000000388