**Supplementary Table:** The four main concepts that emerged from our data with subthemes and illustrative quotes

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| **Concept** | **Illustrative Quotes** |
| ***Variability in CCC composition and processes*** | |
| Variability in people involved    Data used for assessment          The CCC groupprocess | You don't have the same people interacting with each fellow, then perhaps you need to sort of build granularity in the information gathering system that funnels down to the assignment of the EPA levels.    We're looking at all of the evaluations that we have of the fellow, both direct observation and narrative comments about fellow performance, and then personal supervision comments as well as personal direct interaction with the fellow... we'll ask for examples of how the fellow does something well and for examples of how the fellow can use ideas for improvement.    So, when I'm assessing a fellow, with regards to a particular EPA, what I think about are similar situations that I have observed the fellow navigate, and the extent to which I felt the need to modify or correct what they were doing. The extent to which they felt the need to ask for guidance or help. And then I try to think about analogous situations that may not necessarily be the same sort of thing, but it might be something similar. And say, "Well, they did really well or really poorly over here. And that is not exactly the same thing, but it's very similar to this particular thing here. Would I think that they were prepared for independent practice on this item? Yes or no?" |
| ***Global perceptions of fellow assessment*** | |
| Differing assessment methods over time        How assessment is performed | Then there was a question of Milestones 2.0 because it's a work in progress as they say. And then there was a question, okay how are the EPAs going to help us? Because neither we nor the fellows really feel that the Milestones have necessarily represented an advance in the effectiveness of their education.    We're looking at all of the evaluations that we have of the fellow, both direct observation and narrative comments about fellow performance, and then personal supervision comments as well as personal direct interaction with the fellow... if we're having a discussion about a certain component of supervision, whether it's a complex or not complex case, for example, or interaction with consulting agencies, as an example in the professionalism domain, we'll ask for examples of how the fellow does something well and for examples of how the fellow can use ideas for improvement. |
| ***Entrustment is an intuitive concept that allows for ease of use and consensus*** | |
| Entrustment as a global concept        Entrustment as it relates to goals and activities | To me it was useful in the sense that it got back to the essential question is, is this person competent to practice? And are they competent in these areas that we think are essential for the practice of pediatric hematology oncology.  And I think that's something that's intuitive. And in large part, is really the goal…do you meet that indefinable thing…we as a group trust that you can provide the kind of care that we would hope we would want for our own children. And I think that the EPAs provide a framework for that, which is intuitive and attractive to be able to use.    I think it helps us decide if we feel that the fellow still needs a lot of supervision in some of the true patient care management EPAs, then we really need to rethink whether that person is ready for graduation…I have to sometimes remind my faculty that they don't reverse the reasoning. They say, "Well, we have to give this person a five, because we're about to graduate." Then I'm like, "Nope, that's not how it works." If we feel that this person is not ready to be unsupervised, we need to think about what we're going to do between now and graduation or whether we should not graduate that fellow. |
| ***EPAs are one tool to help determine readiness for graduation*** | |
| The meaning of EPA assessments        Practical implications of EPA assessments for graduation | I think it's always the struggle of, at what point do you not advance a fellow based on EPAs. So if I have for instance an end of second year fellow, or even a fellow about to graduate and people are saying they're not entrusted to do something independently, should I be graduating them? I feel like that's a question, and what are the ramifications? I mean that you're putting an EPA out there in a discoverable way, and yet I'm theoretically graduating that person to practice independently as a Pediatric Emergency Medicine doctor.    For the clinical work that they do, I think they need to...be able to do the vast majority of their clinical work unsupervised. And when we need to be able to trust them to do most patient care now for some really complex cases, all of us still will seek additional guidance.… For leading a multidisciplinary team, I think that could maybe be a more like a level three or even less. It's okay if they still need supervision in those first six months especially. So I think it really depends on which EPA. |