Appendix 1- Interview guides mapped to the CFIR construct

1. Interview Guide for EPA Users

Intro (Read to Interviewee): The Subspecialty Pediatrics Investigator Network, also known as SPIN, is interested in the use of Entrustable Professional Activities by fellowship programs and how these tools are being applied to fellows. Prior studies performed by SPIN have asked fellowship program directors what level of supervision they would require of their fellows for graduation. They also found out that only about half of all programs are using EPAs.

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| Question | CFIR Domain | Domain Characteristics |
| Tell me a little bit about your CCC committee   * How many people are on it? * How do they go about determining milestone scores to evaluate the fellows? | Inner setting  Process | Structural characteristics  Planning, executing |
| What does entrustment mean to you? | Inner setting  Individual | Cultural context  Attributes, knowledge |
| What kind of training, if any, did you receive about EPAs?   * If you had to do it all over again, would you change anything about that training? * Where did you receive this training? | Individual,  Inner setting  Outer setting | Knowledge, self-efficacy, stage of change, personal attributes; Learning climate, readiness for implementation  Resources |
| Can you tell me about how you are using the EPAs in your program?   * Which EPAs are being used? All, sub-specific, common, certain ones? If certain ones are being used, why those? Why not the others? * How exactly do you use them? * In what other ways have you used EPAs, if at all? Some examples could be for curricular development, formative assessment, summative assessment, determination of clinical readiness for level of supervision/moonlighting, ILPs, etc. | Intervention, Individual, Inner setting | Adaptability, trialability, complexity, relative advantage; Knowledge, self-efficacy, stage of change; Culture, implementation climate |
| Can you tell me about the rating scale you are using when you are making assessments with the EPAs?   * What other rating scales have you used, if any?   + If yes, why did you change? * (For those involved in SPIN study) What is your opinion about the scale being used in the current SPIN study?   + How would you change this scale if you could? * Who determines their level of supervision rating? | Intervention  Outer setting  Inner setting  Process | Adaptability, trialability, complexity, packaging  Peer pressure, communication  Culture, climate, readiness for implementation  Engaging, executing |
| Can you tell me about what it was like when you started evaluating your fellows using the EPAs?   * What prompted you to use them? * What were the challenges to that process, if any? * What made that process easier, if anything? * What kind of guidance or training was provided to the CCC about how to determine a level of supervision for each fellow? | Intervention  Outer setting  Inner setting  Process  Inner setting | Intervention source, evidence strength and quality, relative advantage, trialability, complexity, cost  Peer pressure, cosmopolitanism, needs  Culture, implementation climate, networks, readiness for implementation  Planning, engaging, executing  Readiness for implementation |
| From your perspective, what factors contribute to a fellow’s supervision level for a given EPA?   * Based on a fellow’s knowledge, trustworthiness, self-awareness, etc? * What resources are used to make that determination? * How long does it take to make that determination? How much does this vary based on the trainee? | Process | Planning, engaging, executing, reflecting |
| From your perspective, what do you perceive are advantages of EPAs as compared to the milestones? | Intervention | Relative advantage, cost |
| What, if any, value do you perceive the EPAs contribute to fellow assessment? | Intervention | Evidence strength and quality, relative advantage |
| Again, from your perspective, what do you perceive are disadvantages of EPAs as compared to the milestones? | Outer setting | External policy and incentive |
| In what ways could the EPAs be improved? | Intervention | Adaptability |
| What role, if any, do you think EPAs have in determining readiness for graduation? | Intervention, outer setting | Evidence; external policy and incentives |
| Before this interview, we asked you to choose the top 3 EPAs that you felt were important a fellow be able to perform independently in order to graduate. Can you tell me about how you chose these particular EPAs? | Inner setting  Individual | Relative priority  Personal attributes |
| In your opinion, what level of supervision, if any, should a graduating fellow have during their first 6 months of practice as a new faculty member? | Outer setting,  Inner setting | External policy and incentives;  Structural characteristics, culture |

1. Interview Guide for EPA Non- Users

Intro (Read to Interviewee): EPAs represent the routine and essential activities that physicians perform in practice. There are seven EPAs common to all of the pediatric subspecialties. In addition, each subspecialty has 3-6 EPAs that are unique to that subspecialty. For example, in your subspecialty one of the EPAs is….\*

EPAs present another way to monitor trainee progress based on the amount of supervision a trainee requires. EPA assessment is dependent on trust and “entrustable” refers to the ability of a physician to safely and effectively perform the activities described by the EPA without supervision.

\*During the interview you can provide an example of one of the subspecialty EPAs here

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| Question | CFIR Domain | Domain Characteristics |
| Tell me a little bit about your CCC committee   * How many people are on it? * How do they go about determining milestone scores to evaluate the fellows? | Inner setting  Process | Structural characteristics  Planning, engaging, executing |
| Can you tell me what you know about the Entrustable Professional Activities, or EPAs, for your specialty?   * How did you learn about EPAs? | Intervention | Intervention source, evidence strength and quality |
| Have you ever considered using EPAs in your fellowship program?   * Why or why not? * What resources would you need to start using the EPAs in your program? | Individuals  Inner setting | Stage of change  Structural characteristics, implementation climate, readiness for implementation |
| There is an ongoing study through the SPIN network in which fellowship program directors were recruited to use the EPAs with their current fellows. Do you recall hearing about this study from a colleague either via email or in person?   * Why did you choose not to participate in the current SPIN study about EPAs? | Outer setting | Cosmopolitanism, peer pressure |
| From your perspective, what do you perceive are advantages of EPAs as compared to the milestones? | Intervention | Relative advantage, cost |
| Again, from your perspective, what do you perceive are disadvantages of EPAs as compared to the milestones? | Outer setting | External policy and incentive |
| What, if any, value do you perceive the EPAs contribute to fellow assessment? | Intervention | Relative advantage, evidence strength and quality |
| Do you think EPAs have a role in determining readiness for graduation? | Intervention, Outer setting | Evidence strength and quality; external policy and incentives |
| In your opinion, in what ways could the EPAs be improved? | Intervention | Adaptability |