

Supplemental Digital Content

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Appendix 1. Summary of *a priori* Hypotheses and Actual Findings

Across all physicians, we expected that physicians would:

1. (for attitudes and information sources):
 - a. Rely on their own self-assessment to identify learning needs *[confirmed]*,
 - b. Resist offers of external support *[confirmed]*, and
 - c. Desire more recognition for the learning during patient care *[confirmed]*.
2. (for ratings of competencies):
 - a. Rate topics (competencies) with immediate clinical application (medical knowledge/skills) as more important than topics perceived as less directly impacting patient care *[confirmed]*, but
 - b. Identify informatics, practice improvement, and team skills as reflecting highest learning need *[confirmed for informatics and practice improvement]*.
3. (for barriers):
 - a. Rate time as a highly important barrier *[confirmed]*,
 - b. Rate access to activities as moderately important *[confirmed]*, and
 - c. Rate cost and CME credit as low importance *[confirmed for CME credit, but cost was second-highest barrier]*.

In analyses across subgroups of specialty and practice type, we expected that:

1. Self-employed physicians would:
 - a. Do more PD in their personal time *[confirmed]*,
 - b. Feel more confident in their ability to self-assess learning needs *[no statistically significant difference (NSSD)]*,
 - c. Perceive cost *[confirmed]* and other barriers *[NSSD]* as more burdensome,
 - d. Have access to fewer workplace resources *[NSSD]*, and
 - e. Rate knowledge and skills as a higher-priority competency *[contrary to expectations: academic physicians rated these and most other skills significantly higher]*, compared with those in group or academic practice.
2. Physicians in academic practice would rate informatics, teaching, and research competencies higher *[confirmed]*.
3. Generalist physicians would:
 - a. Feel less confident in their ability to self-assess *[NSSD]* and
 - b. Perceive cost and other barriers as more burdensome *[most associations NSSD; exceptions for “There isn’t much new to learn” and “not sure what is most important”; see eTable 6.3]*.
4. Surgeons would:
 - a. Express greater desire for objective (e.g., practice-related) data to identify gaps *[confirmed]*, and
 - b. Would rate knowledge and skills as higher priority *[NSSD]*.

Finally, we expected that burned-out physicians would report greater barriers of time, cost, and access to information, greater desire for help in identifying gaps, and higher priority for skills for avoiding burnout *[all confirmed]*.

Appendix 2. Physician Attitudes about Continuous Professional Development, in original 7-point scale*

Item	Total N	Mean (SD), median	1 Strongly disagree % (No.)	2 Disagree % (No.)	3 Slightly disagree % (No.)	4 Neutral % (No.)	5 Slightly agree % (No.)	6 Agree % (No.)	7 Strongly agree % (No.)
Primary survey items									
I always feel behind in my professional development activities relative to where I want to be	938	3.7 (1.8), 4	10.7 (100)	26.9 (252)	8.5 (80)	13.2 (124)	23.1 (217)	13.1 (123)	4.5 (42)
I do most of my professional development in my "personal" time	936	5.5 (1.5), 6	1.2 (11)	5.6 (52)	7.9 (74)	8.7 (81)	10.7 (100)	38.7 (362)	27.4 (256)
I often find myself scrambling to accumulate enough CME credits when I'm renewing my medical license	936	3.1 (1.9), 2	23.9 (224)	28.6 (268)	9.5 (89)	10.6 (99)	12.8 (120)	10.1 (95)	4.4 (41)
I know what I need to learn to do my job well	933	5.8 (1.1), 6	0.9 (8)	0.5 (5)	2.5 (23)	7.8 (73)	13.2 (123)	50.8 (474)	24.3 (227)
I can quickly find answers to patient-specific questions using resources available in my workplace	934	5.9 (1.1), 6	0.6 (6)	1.6 (15)	2.4 (22)	4.0 (37)	12.7 (119)	48.6 (454)	30.1 (281)
I wish I could get more CME credits for the things I learn while addressing the needs of specific patients	933	5.1 (1.6), 6	2.6 (24)	6.5 (61)	3.5 (33)	22.9 (214)	13.4 (125)	30.1 (281)	20.9 (195)
If I choose, I can meet most of my CME requirements using activities readily available on-site in my workplace	934	4.3 (2.0), 5	8.1 (76)	20.7 (193)	10.2 (95)	9.6 (90)	12.8 (120)	25.7 (240)	12.8 (120)
I would like more help identifying gaps in my professional abilities	933	4.0 (1.7), 4	7.4 (69)	18.0 (168)	8.9 (83)	21.5 (201)	21.3 (199)	18.3 (171)	4.5 (42)
It is hard to find accredited CME that truly addresses my practice needs	934	3.3 (1.8), 3	15.3 (143)	29.2 (273)	12.7 (119)	14.1 (132)	13.7 (128)	11.6 (108)	3.3 (31)
I would welcome feedback from a periodic non-compulsory objective test of knowledge and skills to help me target my true learning needs	935	4.4 (1.8), 5	9.1 (85)	12.0 (112)	6.6 (62)	17.9 (167)	21.7 (203)	24.6 (230)	8.1 (76)
Relevant information on my patient outcomes would help me make better choices in professional development	936	4.8 (1.5), 5	3.5 (33)	7.3 (68)	5.3 (50)	19.2 (180)	23.7 (222)	31.1 (291)	9.8 (92)
It would be useful to have someone I trust help me figure out what I need for my professional development	932	4.4 (1.7), 5	7.4 (69)	12.0 (112)	7.3 (68)	21.1 (197)	19.8 (185)	24.0 (224)	8.3 (77)
I would like more education on how to work effectively as part of an interprofessional team	934	3.7 (1.7), 4	7.9 (74)	25.6 (239)	10.4 (97)	23.3 (218)	14.6 (136)	15.4 (144)	2.8 (26)
I would like to use more online learning in my own professional development	937	4.6 (1.5), 5	3.4 (32)	9.7 (91)	7.3 (68)	24.3 (228)	20.1 (188)	27.2 (255)	8.0 (75)
I would like to use more simulation-based training in my own professional development	935	4.2 (1.7), 4	7.1 (66)	13.4 (125)	9.2 (86)	24.2 (226)	19.4 (181)	21.1 (197)	5.8 (54)
The money I pay for accredited CME activities is well spent	936	4.1 (1.7), 4	8.4 (79)	12.2 (114)	13.5 (126)	21.4 (200)	18.7 (175)	20.4 (191)	5.4 (51)

My practice provides adequate point-of-care knowledge resources at no direct cost to me	934	4.3 (1.9), 5	8.0 (75)	16.1 (150)	9.9 (92)	14.9 (139)	15.3 (143)	24.6 (230)	11.2 (105)
The total cost of my professional development activities is a burden to me	935	4.1 (1.9), 4	8.4 (79)	20.2 (189)	11.1 (104)	14.7 (137)	16.9 (158)	18.0 (168)	10.7 (100)
Secondary survey items									
Point of care online learning is vital to effective patient care	423	5.3 (1.3), 6	1.4 (6)	3.1 (13)	2.8 (12)	18.0 (76)	21.3 (90)	33.8 (143)	19.6 (83)
CME should ideally occur in the context of my clinical practice	422	5.9 (1.1), 6	0.5 (2)	0.7 (3)	1.7 (7)	7.1 (30)	18.7 (79)	42.2 (178)	29.1 (123)
I currently use objective performance data to help me determine where I need to improve	423	3.8 (1.7), 4	10.4 (44)	17.0 (72)	15.6 (66)	18.0 (76)	19.9 (84)	15.8 (67)	3.3 (14)
The knowledge and skills I obtain in accredited CME programs are helpful in meeting the needs of my patients	424	5.2 (1.3), 5	1.7 (7)	4.5 (19)	6.4 (27)	10.4 (44)	28.3 (120)	38.9 (165)	9.9 (42)
Accredited CME activities meet my professional development needs	423	4.9 (1.4), 5	2.1 (9)	7.1 (30)	6.9 (29)	13.5 (57)	31.7 (134)	31.0 (131)	7.8 (33)
I would stop doing accredited CME if it were not required	423	2.8 (1.7), 2	23.2 (98)	34.3 (145)	15.8 (67)	7.8 (33)	8.5 (36)	6.4 (27)	4.0 (17)
I choose accredited CME learning activities more for the credit than to learn	422	3.3 (1.8), 3	15.9 (67)	28.2 (119)	14.5 (61)	11.8 (50)	14.0 (59)	9.7 (41)	5.9 (25)
Accredited CME activities improve patient safety	423	4.5 (1.5), 5	2.8 (12)	9.7 (41)	8.5 (36)	25.8 (109)	25.3 (107)	21.3 (90)	6.6 (28)
It would be helpful to have a central Web site that lists CME opportunities along with participant reviews	421	5.7 (1.2), 6	1.2 (5)	1.2 (5)	1.7 (7)	13.1 (55)	18.8 (79)	38.2 (161)	25.9 (109)
It would be helpful to have a central repository that automatically tracks my CME completion data	421	5.7 (1.3), 6	0.7 (3)	3.6 (15)	2.1 (9)	12.6 (53)	13.3 (56)	39.7 (167)	28.0 (118)
Discussion with peers adds value when learning about controversial topics	422	5.9 (1.0), 6	0.2 (1)	1.4 (6)	0.9 (4)	5.5 (23)	19.4 (82)	43.8 (185)	28.7 (121)
Discussion with peers adds value when learning about topics for which best practices are clear	422	5.6 (1.1), 6	0.2 (1)	2.1 (9)	3.8 (16)	7.3 (31)	25.4 (107)	41.5 (175)	19.7 (83)
I seek out topics for study based more on what I enjoy learning about than what I need	422	4.1 (1.5), 4	3.1 (13)	12.8 (54)	20.1 (85)	21.3 (90)	24.4 (103)	14.0 (59)	4.3 (18)
I value opportunities to learn with a group of my peers	421	5.2 (1.3), 5	1.0 (4)	3.8 (16)	6.7 (28)	16.4 (69)	22.6 (95)	36.3 (153)	13.3 (56)
I value opportunities to learn with non-physician healthcare professionals	420	4.3 (1.6), 4	5.5 (23)	10.7 (45)	11.9 (50)	26.4 (111)	20.7 (87)	18.1 (76)	6.7 (28)

* The questionnaire was split into two sections, and about 55% of the respondents completed only the first section (primary items).

Appendix 3. Subgroup Analyses for Selected Key Demographics

We conducted planned subgroup analyses for two key demographic subgroups (both selected by the responding physician):

- Practice Type: classified as self-employed, group practice (medical group, hospital, or government), and academic practice
- Specialty: classified as generalist (non-subspecialist family medicine, internal medicine, and pediatric physicians), surgeon, and non-surgical specialist.

Appendix 3, Table 1. Physician attitudes about continuous professional development: Analysis by practice type and specialty

	Mean rating by Practice Type				Mean rating by Specialty			
	Self	Group	Academic	P	Generalist	Surgeon	Non-surgical Specialist	P
I do most of my professional development in my "personal" time	5.9	5.5	4.9	<.0001	5.6	5.5	5.4	.31
I know what I need to learn to do my job well	5.9	5.9	5.6	.05	5.7	5.8	5.9	.15
I would like more help identifying gaps in my professional abilities	3.9	4.1	4.0	.27	4.2	4.1	3.9	.05
I can quickly find answers to patient-specific questions using resources available in my workplace	6.0	5.9	6.0	.47	5.9	5.9	6.0	.43
The total cost of my professional development activities is a burden to me	4.4	3.9	4.1	.003	4.0	4.1	4.2	.39

Response options ranged from 1=strongly disagree to 7=strongly agree.

Appendix 3, Table 2. Prioritization of physician professional competencies: Analysis by practice type and specialty

Competency	Mean priority score by Practice Type				Mean priority score by Specialty			
	Self	Group	Academic	P	Gen	Surg	Spec	P
Medical knowledge and skills (1)	10.7	11.8	12.3	.0002	11.8	11.4	11.7	.58
Professionalism (2)	8.1	8.4	9.0	.05	8.5	8.8	8.2	.14
Communication and teamwork skills (3)	8.9	9.6	10.5	.0009	9.7	9.9	9.4	.27
Practice and systems improvement (4)	9.5	10.4	11.3	.002	10.6	10.9	9.9	.05
Informatics and other technology skills (5)	10.0	10.3	11.2	.04	10.6	10.9	10.1	.16
Teaching/education (6)	7.2	8.2	10.1	<.0001	8.7	8.3	8.0	.14
Research/scholarship (7)	5.2	6.0	9.8	<.0001	5.9	6.6	6.8	.06
Management/leadership (8)	8.2	8.8	10.8	<.0001	8.8	9.4	9.1	.50
Skills for avoiding burnout/maintaining wellness	9.7	10.8	11.2	.04	11.2	10.2	10.4	.13

Priority score was calculated by multiplying the scores for important and learning need (see text for details), range 1-25.

Appendix 3, Table 3. Barriers to physician professional development: Analysis by practice type and specialty

Item	Mean rating by Practice Type				Mean rating by Specialty			
	Self	Group	Academic	P	Gen	Surg	Spec	P
It's hard to find high-quality, relevant activities	2.4	2.4	2.3	.73	2.3	2.4	2.4	.60
I don't have enough time	3.4	3.5	3.8	.009	3.7	3.4	3.5	.04
I'm not sure what is most important to learn about	2.2	2.2	2.1	.56	2.3	2.2	2.0	.0002
Professional development activities cost too much	3.0	2.9	2.9	.21	3.1	2.7	2.9	.02
It's hard to access information when I need it	2.2	2.2	2.1	.74	2.2	2.2	2.1	.36
It's hard to get CME credit for my efforts	2.2	2.2	2.1	.45	2.3	2.1	2.2	.39
There isn't much new to learn	1.6	1.5	1.5	.13	1.5	1.7	1.5	.002

Response options ranged from 1=not important at all to 5=extremely important.

Appendix 4. Prioritization of Physician Professional Competencies, in original 5-point scale*

Item	Total N	Mean (SD), median	1 % (No.)	2 % (No.)	3 % (No.)	4 % (No.)	5 % (No.)
How <u>important</u> are each of the following competencies (areas of knowledge or skill) in your overall professional practice?			Not important at all	Slightly important	Moderately important	Very important	Extremely important
Medical knowledge and skills	887	4.5 (0.6), 5	0.1 (1)	0.5 (4)	5.1 (45)	33.9 (301)	60.4 (536)
Professionalism	888	4.4 (0.7), 5	0.1 (1)	1.0 (9)	7.5 (67)	37.4 (332)	53.9 (479)
Communication and teamwork skills	888	4.4 (0.7), 5	0.5 (4)	0.7 (6)	9.3 (83)	34.6 (307)	55.0 (488)
Practice and systems improvement	886	3.8 (1.0), 4	1.6 (14)	8.0 (71)	26.9 (238)	37.1 (329)	26.4 (234)
Informatics and other technology skills	889	3.6 (1.0), 4	2.2 (20)	10.7 (95)	31.9 (284)	35.9 (319)	19.2 (171)
Teaching/education	887	3.5 (1.1), 4	2.8 (25)	16.7 (148)	28.6 (254)	31.3 (278)	20.5 (182)
Research/scholarship	889	2.5 (1.2), 2	21.4 (190)	33.3 (296)	22.9 (204)	13.8 (123)	8.5 (76)
Management/leadership	886	3.4 (1.1), 3	5.9 (52)	18.6 (165)	27.5 (244)	29.7 (263)	18.3 (162)
Skills for avoiding burnout/maintaining wellness	884	3.5 (1.1), 4	4.0 (35)	14.1 (125)	27.9 (247)	31.8 (281)	22.2 (196)
If you tried, how hard would it be to <u>find</u> and complete professional development activities focused on each of the following competencies?			Not hard at all	Slightly hard	Moderately hard	Very hard	Extremely hard
Medical knowledge and skills	900	1.5 (0.9), 1	65.0 (585)	20.1 (181)	11.2 (101)	2.8 (25)	0.9 (8)
Professionalism	897	2.4 (1.1), 2	23.9 (214)	32.7 (293)	28.3 (254)	12.0 (108)	3.1 (28)
Communication and teamwork skills	900	2.4 (1.1), 2	22.3 (201)	30.6 (275)	30.9 (278)	13.3 (120)	2.9 (26)
Practice and systems improvement	897	2.5 (1.1), 3	19.6 (176)	30.2 (271)	32.7 (293)	14.3 (128)	3.2 (29)
Informatics and other technology skills	899	2.6 (1.1), 2	18.9 (170)	31.4 (282)	29.0 (261)	16.0 (144)	4.7 (42)
Teaching/education	902	2.3 (1.0), 2	25.7 (232)	34.5 (311)	27.7 (250)	9.0 (81)	3.1 (28)
Research/scholarship	893	2.6 (1.2), 3	20.3 (181)	28.1 (251)	28.0 (250)	17.0 (152)	6.6 (59)
Management/leadership	896	2.5 (1.1), 3	19.6 (176)	30.1 (270)	30.7 (275)	15.3 (137)	4.2 (38)
Skills for avoiding burnout/maintaining wellness	890	2.9 (1.2), 3	14.9 (133)	23.4 (208)	30.9 (275)	19.3 (172)	11.5 (102)
How much do you think you <u>need to learn</u> or improve in each of the following competencies?			Nothing	A small amount	A moderate amount	A large amount	A very large amount
Medical knowledge and skills	898	2.6 (0.7), 2	2.9 (26)	48.9 (439)	40.1 (360)	6.2 (56)	1.9 (17)
Professionalism	898	1.9 (0.7), 2	27.7 (249)	56.7 (509)	13.7 (123)	1.6 (14)	0.3 (3)
Communication and teamwork skills	898	2.2 (0.8), 2	17.8 (160)	52.2 (469)	24.7 (222)	5.0 (45)	0.2 (2)
Practice and systems improvement	897	2.7 (0.9), 3	8.4 (75)	34.4 (309)	38.9 (349)	15.1 (135)	3.2 (29)
Informatics and other technology skills	896	2.9 (1.0), 3	7.0 (63)	29.4 (263)	39.5 (354)	19.2 (172)	4.9 (44)
Teaching/education	897	2.3 (0.9), 2	16.4 (147)	45.3 (406)	29.8 (267)	7.1 (64)	1.4 (13)
Research/scholarship	888	2.4 (1.2), 2	25.7 (228)	29.2 (259)	25.5 (226)	14.8 (131)	5.0 (44)
Management/leadership	897	2.6 (1.0), 3	12.9 (116)	35.1 (315)	33.3 (299)	14.6 (131)	4.0 (36)
Skills for avoiding burnout/maintaining wellness	896	2.9 (1.2), 3	11.2 (100)	30.0 (269)	31.7 (284)	15.5 (139)	11.6 (104)

Appendix 5. Importance of Information Sources in Helping Physicians to Identify Learning Needs, in original 5-point scale*

Item	Total N	Mean (SD), median	1 Not important at all % (No.)	2 Slightly important % (No.)	3 Moderately important % (No.)	4 Very important % (No.)	5 Extremely important % (No.)
How important are each of the following in helping you identify what you need to learn or do differently in your work?							
Personal awareness (self-assessment) of gaps in knowledge or skill	902	3.8 (1.0), 4	2.0 (18)	6.9 (62)	24.6 (222)	41.1 (371)	25.4 (229)
Objective measurement (e.g., test of knowledge or skill)	900	2.7 (1.1), 3	13.6 (122)	28.9 (260)	32.7 (294)	20.2 (182)	4.7 (42)
Immediate patient care needs	901	4.1 (0.9), 4	0.9 (8)	3.2 (29)	16.4 (148)	40.3 (363)	39.2 (353)
Colleague recommendations	902	3.0 (1.1), 3	8.8 (79)	24.4 (220)	34.4 (310)	26.3 (237)	6.2 (56)
Topics listed for available CME courses	897	2.8 (1.0), 3	11.7 (105)	28.9 (259)	35.0 (314)	20.3 (182)	4.1 (37)
Actual practice data	897	3.0 (1.1), 3	10.9 (98)	20.0 (179)	32.2 (289)	27.5 (247)	9.4 (84)
Recently-published guidelines or practice updates	901	3.7 (1.0), 4	2.4 (22)	8.3 (75)	27.9 (251)	41.1 (370)	20.3 (183)
The lay press (e.g., hot topics patients might ask about)	903	2.3 (1.0), 2	19.4 (175)	42.0 (379)	25.5 (230)	11.1 (100)	2.1 (19)
How important do you think each of the following ought to be in helping you identify what you need to learn or do differently in your work?							
Personal awareness (self-assessment) of gaps in knowledge or skill	894	4.0 (0.9), 4	1.0 (9)	4.9 (44)	18.8 (168)	41.5 (371)	33.8 (302)
Objective measurement (e.g., test of knowledge or skill)	893	3.1 (1.1), 3	8.7 (78)	21.8 (195)	33.0 (295)	26.1 (233)	10.3 (92)
Immediate patient care needs	891	4.2 (0.8), 4	0.8 (7)	3.1 (28)	13.4 (119)	40.5 (361)	42.2 (376)
Colleague recommendations	891	2.9 (1.0), 3	8.1 (72)	26.2 (233)	35.1 (313)	24.8 (221)	5.8 (52)
Topics listed for available CME courses	891	2.7 (1.1), 3	15.4 (137)	29.0 (258)	32.4 (289)	17.7 (158)	5.5 (49)
Actual practice data	889	3.5 (1.1), 4	4.8 (43)	12.0 (107)	30.7 (273)	34.6 (308)	17.8 (158)
Recently-published guidelines or practice updates	891	3.8 (0.9), 4	1.9 (17)	6.5 (58)	23.1 (206)	42.6 (380)	25.8 (230)
The lay press (e.g., hot topics patients might ask about)	893	2.2 (1.0), 2	26.8 (239)	41.1 (367)	21.3 (190)	8.8 (79)	2.0 (18)

Appendix 6. Barriers to Physician Professional Development, in original 5-point scale*

Item	Total N	Mean (SD), median	1 Not important at all % (No.)	2 Slightly important % (No.)	3 Moderately important % (No.)	4 Very important % (No.)	5 Extremely important % (No.)
Over the past 3 years, how important have each of the following been as barriers to your overall professional development?							
It's hard to find high-quality, relevant activities	882	2.4 (1.2), 2	27.8 (245)	28.7 (253)	26.3 (232)	12.0 (106)	5.2 (46)
I don't have enough time	881	3.5 (1.3), 4	8.5 (75)	13.3 (117)	23.8 (210)	25.7 (226)	28.7 (253)
I'm not sure what is most important to learn about	875	2.2 (1.1), 2	32.7 (286)	33.1 (290)	22.2 (194)	9.9 (87)	2.1 (18)
Professional development activities cost too much	883	2.9 (1.3), 3	17.0 (150)	21.5 (190)	28.5 (252)	19.0 (168)	13.9 (123)
It's hard to access information when I need it	879	2.2 (1.1), 2	32.0 (281)	35.7 (314)	19.0 (167)	10.0 (88)	3.3 (29)
It's hard to get CME credit for my efforts	880	2.2 (1.2), 2	34.2 (301)	30.1 (265)	21.0 (185)	9.8 (86)	4.9 (43)
There isn't much new to learn	867	1.5 (0.9), 1	64.9 (563)	20.8 (180)	9.9 (86)	3.3 (29)	1.0 (9)

Appendix 7. Associations of Select Items with Physician Burnout

Item (score range)	Burned out ^a Mean (SD), median	Not burned out Mean (SD), median	P
Barrier: I don't have enough time (range 1-5)	4.0 (1.1), 4	3.3 (1.3), 3	<.0001
Barrier: It's hard to find high-quality, relevant activities (range 1-5)	2.5 (1.2), 2	2.3 (1.1), 2	.007
Barrier: Professional development activities cost too much (range 1-5)	3.1 (1.2), 3	2.8 (1.3), 3	.0005
I would like more help identifying gaps in my professional abilities (range 1-7)	4.3 (1.6), 5	3.9 (1.7), 4	.0001
The total cost of my professional development activities is a burden to me (range 1-7)	4.5 (1.9), 5	3.8 (1.9), 4	<.0001
Competency: Skills for avoiding burnout/maintaining wellness (priority score, range 1-25)	13.3 (6.7), 12	8.9 (5.1), 8	<.0001

^a Burned out defined as reporting either emotional exhaustion or depersonalization on at least a weekly basis.