

Supplemental Digital Appendix 1

Faculty and Resident Survey Detail, From a Study of the Association of ACGME Resident and Faculty Surveys with Internal Medicine Residency Program Pass Rates on the ABIM Certification Examination, 2012–2015

Items in red were not included in analyses

Faculty Survey (Total Items Scored: 22)	
Content Area	Specific Content
Supervision and Teaching 5 Items	Sufficient time to supervise trainees
	Trainees seek supervisory guidance
	Interest of faculty and Program Director in education
	Evaluation after rotations and educational assignments
Educational Content 5 Items	Faculty performance evaluated
	Worked on scholarly project with trainees
	Trainees see patients across a variety of settings
	Trainees receive education to manage fatigue
Resources 5 Items	Effectiveness of graduating trainees
	Milestone achievement of graduating trainees
	Program provides a way for trainees to transition care when fatigued
	Trainees' workload exceeds capacity to do the work
Patient Safety 4 Items	Satisfied with faculty development to supervise and educate residents
	Satisfied with process to deal with trainees' problems and concerns
	Prevent excessive reliance on trainees to provide clinical service
	Information lost during shift changes or patient transfers
Teamwork 3 Items	Tell patients of respective roles of faculty and trainees
	Culture reinforces responsibility for patient safety
	Trainees participate in quality improvement or patient safety activities
Teamwork 3 Items	Trainees communicate effectively when transferring clinical care
	Trainees effectively work in interprofessional teams
	Program effective in teaching teamwork skills
Overall evaluation of program (1 Item)	

Resident Survey (Total Items Scored: 36)	
Content Area	Specific Content
Faculty 5 Items	Sufficient supervision Appropriate level of supervision Sufficient instruction Faculty and staff interested in residency education Faculty and staff create environment of inquiry
Educational Content 7 Items	Provided goals and objectives for assignments Instructed how to manage fatigue Satisfied with opportunities for scholarly activities Appropriate balance for education Education compromised by service obligations Supervisors delegate appropriately Provided data about practice habits See patients across variety of settings
Resources 6 Items	Access to reference materials Provided a way to transition care when fatigued Use electronic medical records in hospital Use electronic medical records in ambulatory setting Electronic medical records integrated across settings Electronic medical records effective Satisfied with process to deal with problems and concerns Education compromised by other trainees Residents can raise concerns without fear
Patient Safety & Teamwork 6 Items	Culture reinforces patient safety responsibility Work in interprofessional teams Effectively work in interprofessional teams Tell patients of respective roles of faculty and residents Participated in quality improvement or patient safety activities Information lost during shift changes or patient transfers
Evaluation 7 Items	Able to access evaluations Opportunity to evaluate faculty members Satisfied that evaluations of faculty are confidential Opportunity to evaluate program Satisfied that evaluations of program are confidential Satisfied that program uses evaluations to improve Satisfied with feedback after assignments

Duty Hours 6 Items	<hr/> 80 hours per week 1 day free in 7 In-house call every 3rd night 8 hours between duty periods (differs by level of training) Continuous hours scheduled (differs by level of training) Night float duty no more than 6 nights
Overall evaluation of the program (1 item)	<hr/>