

Supplemental Digital Appendix 1

Guide for Interviewing Faculty Assessors Participating in a Pilot Study of “Cross-Specialty” Assessment^a

Interviewer: Welcome, thank you for your participation. As a cross-specialty assessor, you recently completed assessments in pediatrics and critical care. Today we will be asking you a few questions about this experience and assessment in general.

Reminder to not use personal identifiers

1. How did the training session prepare you for cross-cutting assessment or CBME more broadly?
 - a. Did you watch the booster video that was sent out to you as a ‘refresher’?
2. Tell me about your experiences as a cross-cutting assessor. From the time you arrived to the time you handed a copy of the completed assessment to a resident, walk me through what it was like assessing residents from outside your specialty.
3. What were some of the things you valued/looked for while doing assessments in a specialty outside of your own (around the delivery of handover)?
4. Imagine if you were assessing someone in your own specialty, how would your assessment have changed?
5. Would you have liked to provide verbal feedback to the residents you assessed? If so, what would you have said?
6. Do you think residents considered you a creditable assessor?
7. How would you describe a credible assessment?
8. Do you think it is feasible to provide this kind of assessment across all specialties?
9. What do you see as the potential benefits/challenges of cross-cutting assessment?
10. Handover could be identified as more of a generic skill. Are there other tasks that you would be more/less inclined to assess?

End interview by exploring other issues participants wish to talk about.

^aA total of 12 faculty members participated in the pilot and the post-pilot interviews. These included 10 physician (MD-holding) faculty from 7 different specialties—anesthesia (n = 2); internal medicine (n = 1); nuclear medicine (n = 1); pathology (n = 1); pediatrics (n = 2); plastic surgery (n = 1), psychiatry (n = 2)—and 2 PhD faculty with experience in health professions education. Interviews occurred between August and November 2017. The interview guide appears here unedited by *Academic Medicine*.