

Supplemental Digital Appendix 1

Semi-Structured Focus Group Guide (3 months)

Introduction

- Thank you for your interest in participating
- Overview of program evaluation project
- Collect informed consent (verbal and written)

Warm-up

1. How were you introduced to CBME at Queen's?
2. What is your understanding of why CBME is being implemented? Do you have any concerns with the rationale?
3. What has been your role in CBME thus far?

Perceptions of Change

- 4a. As a result of CBME implementation, what are you doing differently with respect to teaching/learning and assessment?
 - Recognizing these are early days and you may not have yet noticed any observable changes in your behaviour with regards to:
 - i. Your role in the program
 - ii. EPAs and milestones
 - iii. MEdTech (IT platform)
 - iv. Work structure and learning environment
 - v. Direct observation
 - vi. Feedback
 - vii. Personalized Learning Plans
 - viii. Progression/Promotion/Remediation decisions
 - ix. Assessment strategy
- 4b. What is the magnitude of the change that you have experienced?
 - If you were to quantify the size of change with respect to?
 - i. Time?
 - ii. Culture?
 - iii. Engagement?
 - iv. Empowerment?
 - v. Documentation?
 - vi. Process?
 - If you were to qualify/describe the nature of the change?

Program Strengths and Weaknesses

5. So far, in the first 3-months, have you experienced any benefits and/or challenges as a result of implementing CBME?

Transition and Change Management

6. What program support strategies have helped you in making the transition to CBME?
 - i. Institutional approach to implementing CBME?
 - ii. Development sessions (institutional, program specific)
 - iii. CBME Lead?
 - iv. Other?
7. Looking ahead to the next several months, what can the program stop/ start/ continue doing to support continued change?

Final thoughts? Comments? Questions?

- Thank you for your time and feedback
- If you have any thoughts, follow-up questions or concerns, please feel free to contact the research team and/or the Health Sciences Research Ethics Board

Abbreviations: CBME indicates competency-based medical education; EPA, entrustable professional activity.

Supplemental Digital Appendix 2

Semi-Structured Focus Group Guide (9 months)

**Core Components Framework (CCF) is used to align focus group questions and data analysis with critical features of CBME:*

- **Framework**
- **Progression**
- **Tailored Experiences**
- **Competency-Focused Instruction**
- **Programmatic Assessment**

Introduction

- Thank you for your interest in participating
- Collect informed consent (verbal and written)
- Brief review of 3-month findings
- Highlight specific program changes implemented since 3-month data collection
- Highlight specific themes for further exploration today

EPAs (*Progression + Programmatic Assessment*)

- To what extent are EPAs useful tools for making entrustment decisions?
- Which EPAs do you find difficult to use?
- Which EPAs do you find easy and intuitive to use?
- When making an entrustment decision, to what extent do you experience any issues with partitioning tasks/ assessing a specific part of a clinical case versus the whole case?

Milestones (*Framework, Progression + Competency Focused Instruction*)

- What is your experience with assessing milestones?
- To what extent has your experience with assessing milestones changed in the last few months?

Frontline Feedback Provision / Acceptance / Use (*Competency Focused Instruction*)

- To what extent does a competency-based approach enable you to provide more constructive, focused feedback?
- Prior theme: It is challenging to provide constructive feedback
 - To what extent has this changed (if at all) over the past few months?
- Question for residents only: To what extent are you receiving constructive feedback?

End of Shift Conversations (*Tailored Experiences + Competency Focused Instruction*)

- What are end-of-shift conversations currently used for?
- What is the value of having end of shift conversations?

EM Residents Off-service (*Tailored Experiences*)

- Question for residents only: How has CBME shaped your off-service learning experiences?

Personal Learning Plan / Resident Processes (*Programmatic Assessment*)

- How do you review your dashboard?
- How do you prepare your Personal Learning Plan (PLP)?
- How has your PLP informed learning/ training?
- How has the feedback from the academic advisor meetings and summary of progression forms informed your ongoing learning or activities?
- What are the strengths and weakness of the academic advisor? What's missing?

Competency Committee Functioning (*Programmatic Assessment*)

- How are you using performance information to make competency decisions?
- What are the challenges/strengths in making progress/promotion decisions as a competency committee?

Assessing Off-service residents in the ED (*Tailored Experiences*)

- How has your experience with CBME affected your interactions with off-service residents?

Final thoughts? Comments? Questions?

Conclusion

- Thank you for your time and feedback
- If you have any thoughts, follow-up questions or concerns, please feel free to contact the research team and/or the Health Sciences Research Ethics Board

Abbreviations: CBME indicates competency-based medical education; EPA, entrustable professional activity; ED, emergency department.