**Supplemental Digital Appendix 1**

**Sample demographics.** Focus group identification, time frame, and number of medical students who participated in focus groups which comprised the data for secondary analysis of factors that influence entrustment decisions in the Education in Pediatrics Across the Continuum project, 2014–2018

|  |  |  |
| --- | --- | --- |
| **Focus group** | **Timeframe** | ***No.*** |
| A | 2015, Spring | 4 |
| B | 2015, Fall | 3 |
| C | 2016, Spring | 3 |
| D | 2016, Fall | 4\* |
| E | 2017, Spring | 4\* |
| F | 2017, Fall | 4\* |
| G | 2018, Spring | 4 |
| H | 2018, Fall | 4 |

\*One student had participated in a prior focus group.

**Supplemental Digital Appendix 2**

Main questions from the focus group interview guide, designed for program evaluation of the Education in Pediatrics Across the Continuum (EPAC) project; focus groups conducted twice a year with a total of 27 medical student across EPAC sites, 2014–2018.

1. What attracted you to participate in EPAC?
2. What concerns did you have in making the decision to participate in EPAC?
3. Think about the setting in which you work closely with an EPAC preceptor. These preceptors make decisions about whether, and how much, to “stand back” thus providing different levels of supervision.
	1. How do you think EPAC preceptors decide what level of supervision you need in different clinical situations?
	2. Now think about non-EPAC preceptors; do you think they use similar decisions-making strategies … different strategies?
4. Describe the role of feedback in your EPAC clinical experiences.
	1. What are the differences between feedback in the context of EPAC compared to feedback in other clinical experiences, if any?
	2. Do you think others in EPAC have similar or different feedback experiences?
5. Tell me how the longitudinal relationship with pediatric faculty has influenced your learning, if at all.
	1. Do you think others in EPAC would say the same thing?
6. Now tell me about how the longitudinal relationship with a pediatric patient/family has influenced your learning, if at all.
	1. Do you think others in EPAC would say the same thing?
7. What would you tell an incoming student about EPAC? What “lessons learned” would you share?
8. Is there anything else you think I should know about EPAC but didn’t ask?

NOTE: The focus group interview was intended to elicit information for program evaluation. We used the above questions to initiate congruent discussions in each focus group, but asked variable follow-up questions that made sense given the flow of the discussion in each group.