

Simon TA, Owais S, Duarte D, Acai A. Chronicling the transition to competency-based medical education in a small subspecialty program. *J Grad Med Educ.* 2024;16(3):312-317. DOI: <http://dx.doi.org/10.4300/JGME-D-23-00643.1>

Supplementary Data

Competence by Design Implementation in Geriatric Psychiatry Interview Guide

Introduction

Thank you for joining us today.

Before we begin, I am going to start the recording and state my name, today's date, and the time.

I will then begin by asking you a few demographic questions, such as your name and your current role. Then, I will ask you a series of questions about your experiences in the geriatric psychiatry subspecialty program at McMaster University and the program's transition to Competence by Design. You can skip any questions you don't want to answer or end the interview at any time. If you have any questions during the interview or would like to stop the recording, please feel free to let me know. Do you have any questions before we begin?

Start recording.

Today is (month, day, year) at (time and time zone). Your Participant ID is (Participant ID) and my name is (moderator name). Thank you for speaking with us today.

As you know, today's interview is about Competence by Design, which we will be referring to throughout this interview.

According to the Royal College of Physicians and Surgeons of Canada, Competence by Design, or CBD, is a "major change initiative to reform the training of medical specialists in Canada. It is based on a global movement known as competency-based medical education (CBME) and is led by the medical education community. The objective of CBD is to ensure physicians graduate

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with the competencies required to meet local health needs. It aims to enhance patient care by improving learning and assessment in residency.”

If you would like me to repeat that definition of CBD at any point throughout the interview, please let me know. Now, we will move on to the questions.

Demographics

1. [FOR ALL] To begin, can you please tell us about your role at McMaster, and how many years you have been in this role?
 - a. Can you please also share your current gender identity? This will be helpful when we are reporting our findings.
 - b. [FOR RESIDENTS] If you are a resident, are you part of the CBD cohort?

General Knowledge About and Experiences with CBD

2. [FOR ALL] How familiar are you with CBD, the Royal College’s new competency-based medical education curriculum?
3. [FOR ALL] From your perspective, where is the geriatric psychiatry subspecialty program currently in its implementation of CBD?
 - a. Which elements have been implemented and which, if any, are still in progress?
4. [IF PARTICIPANT HAS INVOLVEMENT / EXPERIENCE WITH CBD] What has your experience with CBD implementation been like so far?
 - a. What have been the benefits of transitioning to this new curriculum?
 - b. What have been the challenges of transitioning to this curriculum?

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5. [IF PARTICIPANT DOES NOT HAVE INVOLVEMENT / EXPERIENCE WITH CBD] What benefits do you anticipate with the transition to this new curriculum?
 - a. What challenges do you anticipate with the transition to this new curriculum?

Specific Elements of CBD

Assessment

6. [FOR RESIDENTS WITH CBD INVOLVEMENT / EXPERIENCE, FACULTY, COMPETENCE COMMITTEE MEMBERS, AND PROGRAM DIRECTORS] From your perspective as a [role], what have been your experiences with Entrustable Professional Activity (EPA) assessments in geriatric psychiatry?
 - a. What have been your experiences with other assessments in the context of CBD?
 - b. How, if at all, do your experiences with assessment during CBD differ from your experiences before CBD?
7. [FOR RESIDENTS WITHOUT CBD INVOLVEMENT / EXPERIENCE] What have been your experiences with assessment in geriatric psychiatry?
 - a. How do you expect these experiences to compare to those of trainees in the CBD cohort?
8. [FOR ALL] Are there any unique elements (benefits or challenges) of the assessment that you feel have been brought about by the context of being in a smaller subspecialty program?

Evaluation

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9. [FOR RESIDENTS WITH CBD INVOLVEMENT / EXPERIENCE] What has the experience of being reviewed and/or evaluated by a competence committee been like for you?
 - a. How have these reviews and/or evaluations compared to those done before the transition to CBD?
10. [FOR RESIDENTS WITHOUT CBD INVOLVEMENT / EXPERIENCE] What has the experience of being reviewed and/or evaluated been like for you?
11. [FOR FACULTY] What do you know about the role and scope of the competence committee in geriatric psychiatry?
 - a. How, if at all, has this impacted the way you assess learners?
12. [FOR COMPETENCE COMMITTEE MEMBERS] What has the experience of serving on a competence committee been like for you?
13. [FOR PROGRAM DIRECTORS] What has the experience of implementing a competence committee been like for the program?
14. [FOR ALL] Are there any unique elements (benefits or challenges) of the evaluation that you feel have been brought about by the context of being in a smaller subspecialty program?

Coaching and Feedback

15. [FOR RESIDENTS] What has the experience of receiving feedback about your performance in geriatric psychiatry been like for you?

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- a. [FOR RESIDENTS WITH CBD INVOLVEMENT / EXPERIENCE] How, if at all, has the experience of getting feedback changed since the program began transitioning to the CBD curriculum?
16. [FOR FACULTY / COMPETENCE COMMITTEE MEMBERS / PROGRAM DIRECTORS] How, if at all, has the feedback that faculty provide to residents changed as a result of the new curriculum?
17. [FOR ALL] Are there any unique elements (benefits or challenges) of the feedback that you feel are brought about by the context of being in a smaller subspecialty program?

Technology

18. [FOR ALL] Technology is a big part of CBD. What have been your experiences using the various platforms that are available (MedSIS for residents and faculty and MedSIS and MainPort for competence committee members and program directors)?
- a. Have you received any training on using this / these platform(s)? If so, what was that like for you?

Final / Overarching Comments

19. [FOR ALL EXCEPT RESIDENTS WITHOUT CBD INVOLVEMENT / EXPERIENCE] Is there anything, if at all, that the program has been doing that you feel has been especially helpful in facilitating the transition to CBD?
20. [FOR ALL] Are there any changes that you would make to what the program is currently doing to improve the experience of transitioning to CBD?

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- a. [FOR RESIDENTS WITH CBD INVOLVEMENT / EXPERIENCE AND FACULTY] Is there any further training or resources that you feel would be helpful for your role in transitioning to CBD?
 - b. [FOR RESIDENTS WITHOUT CBD INVOLVEMENT / EXPERIENCE] Is there anything that the program could do to help facilitate the transition to CBD?
21. [FOR ALL] Has the COVID-19 pandemic impacted any part of your experience transitioning to CBD?
22. [FOR ALL] Do you have any final comments or questions?

Conclusion

Thank you so much for joining us and participating today. Unless you would like to add anything else, I will stop the recording now.

Stop recording.

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