

Supplementary Figure 1: Initial Hematopathology Program Director Survey

I am a hematopathology fellowship program director or associate program director. (Yes/No)
<i>This survey is distributed on behalf of the Hematopathology EPA Working Group of the Society for Hematopathology. This survey is distributed as an anonymous link, but information that you provide as free text could theoretically be identifying.</i>
<ul style="list-style-type: none">By checking this box, I certify that I am at least 18 years old and that I give my consent freely to participate in this survey.
1. What information do you currently use to inform your assessment of fellows? Please check all that apply.
<ul style="list-style-type: none">Rotation evaluationsFaculty evaluations360 evaluationsExamination (written or oral)Simulation performance (formal assessment)Project performance (formal assessment)Presentation performance (formal assessment)Competency checklist/rubricEPA assessmentOther (please specify below)
2. Please describe other sources of information you currently use to inform assessment of fellows. (Free text comment)
3. Please rate your ability to identify learner competency issues within the first quarter of the academic year.
<ul style="list-style-type: none">ExcellentGoodFairPoorNo mechanism existsN/A
4. Please rate your program's effectiveness at intervention/remediation for learners with identified challenges.
<ul style="list-style-type: none">Very effectiveSomewhat effectiveSomewhat ineffectiveVery ineffectiveChallenges are not properly identified

- N/A

5. What professional tasks and responsibilities do you give your fellows feedback on during fellowship? An example would be "clinician-requested review of a peripheral blood smear". (Free text comment)

EPAs are "units of professional practice, defined as tasks or responsibilities to be entrusted to the unsupervised execution by a trainee once he or she has attained sufficient specific competence." EPAs describe units of work, often assessed by level of supervision required, whereas competencies describe the learner. Multiple competencies are often needed to perform an EPA.

6. Of the tasks and responsibilities you described above on which you give your fellows feedback, which do you consider to be EPAs? (Free text comment).

7. Of the feedback on tasks and responsibilities you described, what aspects of your program does this feedback data inform? Check all that apply.

- Formative evaluations
- Clinical Competency
- Committee assessment
- Graduation requirement
- Letters of recommendation
- Board eligibility
- Remediation planning
- Individualized educational planning
- Determination of length of training
- Rotation/curriculum structuring
- Other (please specify below)

8. Please specify what other aspects of your program are informed by the feedback on tasks and responsibilities that you previously described.

9. What resources regarding EPAs would you find most helpful if made available? ((Indicate marginally useful, useful, or extremely useful)

- Web meeting
- Physical meeting/conference
- Online discussion board
- Website with FAQs and information
- Email information distribution
- Online training for faculty
- Online presentation for learners
- Crosswalks linking EPAs to milestones
- Sample EPA forms

10. What additional information about EPAs would be helpful to you? Check all that apply.

- Clarification of what is an EPA
- Examples of how programs are evaluating EPAs
- Incorporation of EPAs into learner assessment
- Relation of EPA performance to milestone assessment
- Faculty education regarding EPAs (introduction to the topic)
- Faculty education regarding EPA implementation in their program
- Learner education regarding EPAs (introduction to the topic)
- Learner education regarding implementing EPAs in their program
- Primary literature references
- Other (please specify below)

11. Please specify what additional information about EPAs would be helpful to you. (Free text comment)

12. What graduated responsibilities (i.e., entrustment decisions) do you have for your fellows? Please check all that apply.

- Independent call coverage
- Independent triage of specimens for workup of a clinical disorder
- Independent utilization of paraffin-embedded tissue (IHC, FISH, molecular, etc.)
- Independent intraoperative consultation with surgical pathology
- Independent presentation at multidisciplinary conferences
- Independent clinical consultation regarding test selection/ordering
- Independent clinical consultation regarding test interpretation
- None
- Other (please specify below)

13. Please specify what other graduated responsibilities you have for your fellows. (Free text comment).

14. What formal processes for transferring graduated responsibility do you use in your program (i.e., the fellow may not independently take on the responsibility until it has been documented or discussed formally)? Please check all that apply.

- Faculty evaluations
- CCC assessment
- Certificate
- We don't have a formal process, responsibilities are assumed at a defined time point
- We don't have a formal process, it's up to the individual attendings working with the fellow on services
- We don't provide graduated responsibilities
- Other (please specify below)

15. Please specify what other formal process you have for transferring graduated responsibility. (Free text comment).

Thanks for participating in this survey. Your answers will help inform the development of hematopathology specific entrustable professional activities by the Hematopathology EPA Working Group.

