

Ott MC, Pack R, Cristancho S, Chin M, Van Koughnett JA, Ott M. “The most crushing thing”: understanding resident assessment burden in a competency- based curriculum. *J Grad Med Educ.* 2022;14(5):583-592. DOI:<http://dx.doi.org/10.4300/JGME-D-22-00050.1>

## **Supplementary Data**

### **Semi-Structured Interview Guide: Effects of CBD Implementation**

The interview guide was informed by theoretical insights generated in phase 1 of this study, which conducted a critical interpretive synthesis of the theoretical literature on CBME to identify intended effects and possible unintended consequences. Based on this review, we interviewed residents in operative and perioperative training programs that had transitioned to CBD by 2018. The interview guide focussed on the following topics:

1. Residents were asked to describe their understandings of CBME theory and the intentions or purposes of the new CBD curriculum.
2. Residents were asked to describe their experiences of the curriculum implementation (i.e., completing or requesting new assessments, participating in new learning experiences, etc.).
3. As follow up probes, residents were asked to elaborate on any challenges raised in question 2 (i.e., problems with assessment software, difficulty locating assessors etc.).

Interview probes were designed to garner an understanding of how the systems and context of the clinical learning environment interacts with discourses of CBME, and how such interactions might shape the enacted curriculum.