

542 **Supplement 2. Semi-structured interview guide**543 Interview Guide

544 This interview will focus on a detailed understanding of advanced airway education being
 545 provided to NPM fellows at your institution- at orientation and in general, and how you know
 546 your curriculum is on target.

- 547 1. **Orientation:** I'd like to talk about the airway education program you have first year
 548 fellows in during their clinical orientation. I'm thinking of the program in 3 parts:
 549 leadership, equipment, and the actual learning activities.
- 550 a. Leadership
 - 551 i. Which faculty oversee and participate in the program?
 - 552 ii. Has that changed over the years? If so, why?
 - 553 b. Equipment
 - 554 i. PROBE for use of manikins or animal models
 - 555 ii. PROBE for equipment available for training
 - 556 iii. Have you added new equipment or replaced equipment over the past
 557 few years and if so, why?
 - 558 iv. Is the equipment that you use for TI training sufficient, or do you wish
 559 you had additional equipment?
 - 560 v. If money was not an obstacle, what equipment would you like to have?
 - 561 c. Learning activities
 - 562 i. How many opportunities do fellows have to practice TI skills during
 563 orientation?
 - 564 ii. How does a fellow move from direct to indirect supervision for TI?
- 565 2. **All other training experiences:** Now let's consider the bigger picture of TI training for
 566 fellows at all stages in your program.
- 567 a. How much experience do your fellows typically come into fellowship with?
 - 568 b. What is your program's specific approach to TI training?
 - 569 i. How has your approach changed over the years?
 - 570 1. What prompted you to make those changes?
 - 571 ii. We noticed variable degrees of program satisfaction in the national
 572 survey. How do you feel like your current TI curriculum is working?
 - 573 c. What type of refresher training is provided to trainees and other clinicians?
 - 574 i. How often is this training provided?
 - 575 ii. Strongest part of your TI curriculum/approach- which part will you
 576 absolutely keep? (strength)
 - 577 iii. Which part of your TI curriculum/approach do you wish were different?
 578 (weakness)
 - 579 1. What gets in the way of making these changes? (barriers)

- 580 3. **Competency assessment**: What really matters is that NPM fellows graduate with strong
581 TI skills
- 582 a. Do you use procedure logs?
- 583 i. Are your procedure logs binary (yes/no) or do you also collect additional
584 data to allow fellows to stratify their attempts/successes based on
585 patient characteristics (weight, pre-medication, etc)?
- 586 ii. How accurately do you think the logs reflect trainee progress?
- 587 b. How do you think about TI competency?
- 588 i. We have noticed wide variation in competency definitions in our survey.
589 Why do you think that is the case?
- 590 c. Considering your last few years of graduating fellows, do you think they had the
591 TI skills necessary for independent practice? Why or why not?
- 592 i. What gets in the way of achieving TI competency?
- 593 1. PROBE for presence of other providers based on general NPM
594 group's survey response
- 595 d. How do you know your fellows have achieved competence?
- 596 i. PROBE for use of RSI, video laryngoscope, emergent vs urgent vs planned,
597 gestational age, weight, etc
- 598 e. What changes to assessing competence would you like to make if money, time,
599 and faculty availability were not an issue?
- 600 f. Is there anything else you think I should know about TI training that we did not
601 discuss?

602 Thank you very much for your time and sharing these valuable insights. END.