

Supplemental Materials 1: Equity and Justice Curriculum Survey

As a current [school name] medical student, we are inviting you to complete this anonymous survey to share your opinions on the [school name] health equity curriculum. Responses to this survey will be used to improve this curriculum.

The survey will not collect any personally identifying information and cannot be linked back to you individually—all responses are confidential.

Survey Duration: 5-10 minutes

Survey Purpose: The purpose of the survey is to assess the impact of the longitudinal equity and justice theme in the curriculum.

Participation is voluntary. As a thank you, an Amazon \$5 gift card to will be sent to students who complete the survey. At the end of this survey, you will have the option to click on a link to submit your UNI for the gift card.

Sincerely,
student author
names

If you have any questions about this survey, please contact Director of Equity and Justice in Curricular Affairs. [PI name and phone number].

Which class are you?

- [school name] Class of 2024
- [school name] Class of 2025
- [school name] Class of 2026
- [school name] Class of 2027
- Off-year schedule (ex MD/PhD, MPH, research, other.)

What is the most recent part of the curriculum that you've completed?

- Fundamentals (MM, Anatomy, BHD)
- Major Clinical Year (MCY)
- Differentiation and Integration (D&I)

First some general questions about our curriculum. Please indicate your agreement with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The activities I have experienced so far have adequately prepared me to care for patients from different backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My knowledge or opinion was influenced or changed by becoming more aware of the perspectives of individuals from different backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the skills to address social determinants that differentially influence the health status of patients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Next, we'd like to know what you remember about the frequency of this content... (later, we'll ask you about the quality of the content.)

Think about pre-clinical semesters (orientation, summer readings (pre-matriculation reading and first summer reading, narrative medicine, FCM, BHD, IPE day, etc.)). If you were to guess, in how

many different learning sessions did you encounter the following learning objectives or topics?

	Never	1-2	3+
Recognizes personal biases and their impact on those around you and on patient care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applies strategies to mitigate the effects of these biases (examples: implicit bias, identity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates skills necessary to serve as an ally to others and to promote agency in others when there is historical injustice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizes structural and historical inequities (Examples: disparities, social determinants of health, allostatic load, diagnostic algorithms)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applies strategies to mitigate systems of oppression in order to achieve equitable health care and learning environments (example: advocacy, local, institutional, policy)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Articulate the distinction between race as a social construct (as opposed to a risk factor for disease), and racism as a cause of health care inequities; and the difference between race and genetic ancestry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Next, think about MCY (R4MCY, M&P week). If you were to guess, in how many different learning sessions did you encounter the

following learning objectives or topics?

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following learning objectives or topics?

	0	1-2	3+
Recognizes personal biases and their impact on those around you and on patient care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applies strategies to mitigate the effects of these biases (examples: implicit bias, identity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Finally, think about D&I (electives, scholarly project). If you were to guess, in how many different learning sessions did you encounter the

following learning objectives or topics?

	0	1-2	3+
Recognizes personal biases and their impact on those around you and on patient care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applies strategies to mitigate the effects of these biases (examples: implicit bias, identity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Now we'll switch gears and ask you about the effectiveness of the curriculum.

How effective would you rate your education targeting these learning objectives?

Please consider the clarity of the information conveyed, the applicability of the skills you gained, and the quality of the assessments assigned to you.

	Very effective	Somewhat effective	Somewhat ineffective	Very ineffective	Don't know/Not sure
Recognizes personal biases and their impact on those around you and on patient care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applies strategies to mitigate the effects of these biases (examples: implicit bias, identity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Very effective Somewhat effective Somewhat ineffective Very ineffective Don't know/Not sure

Articulate the distinction between race as a social construct (as opposed to a risk factor for disease), and racism as a cause of health care inequities; and the difference between race and genetic ancestry.

Are you a member of one of the [school name] free clinics?

- yes
 no

Are you a member of one of the [school name] affinity groups?

- yes
 no

We are interested in your thoughts regarding the Equity and Justice curriculum during your education at [school name]. Please feel free to comment on its efficacy, repetitiveness, practicality, applicability, diversity, memorability, or anything else.



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