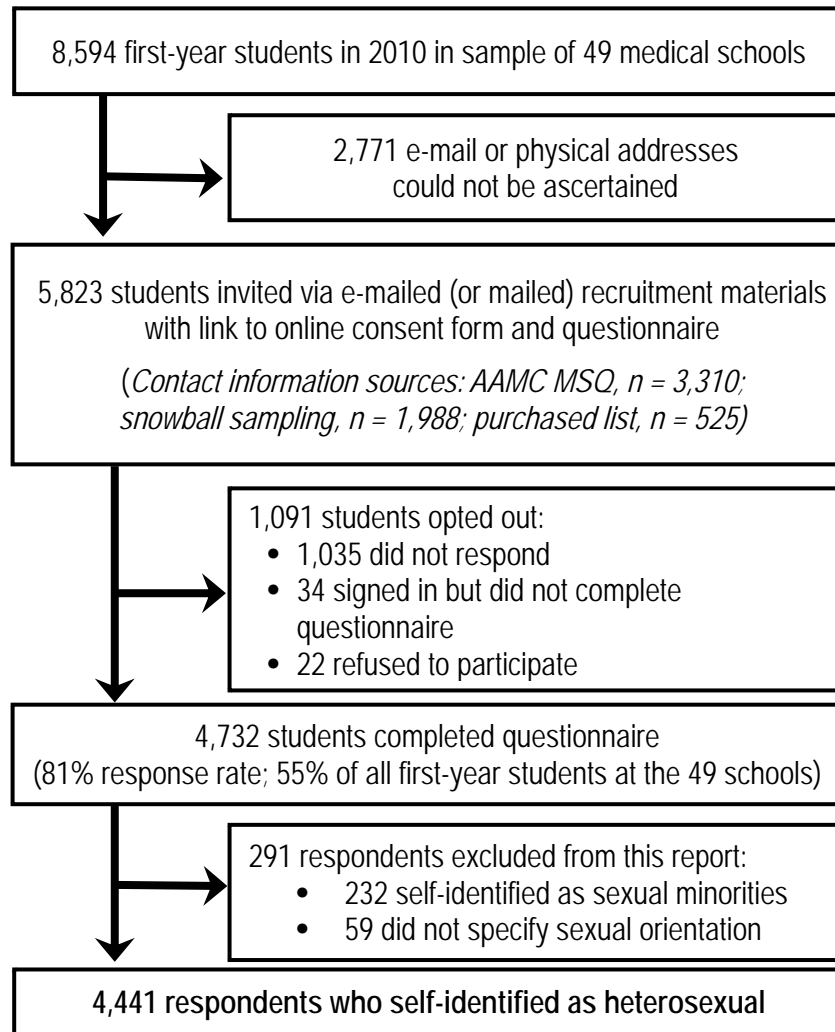


Supplemental Digital Figure 1

Medical Student CHANGES Recruitment Strategy: Second stage of the two-stage sampling design



The Medical Student Cognitive Habits and Growth Evaluation Study (CHANGES) is based on a sample of students who matriculated at 49 U.S. medical schools in 2010. A list of all first-year students was not available, so the authors ascertained participants using three strategies. First, they obtained e-mail addresses of students who indicated an interest in participating in the study through their responses to a question included as part of the 2010 Association of American Medical Colleges Matriculating Student Questionnaire (MSQ), a voluntary survey sent annually to all students entering medical school. Second, they purchased an incomplete list of first-year medical students from an American Medical Association-licensed vendor. Third, they employed referral (snowball) sampling through recruited survey respondents. Of the 5,823 students who were sent recruitment materials, 4,732 chose to participate. To calculate sampling weights for analysis, the authors multiplied the first-stage inclusion probabilities used to sample schools from strata (11 strata based on region of the United States and public/private status) by an approximation of the second-stage inclusion probabilities computed by dividing the number of students recruited at a given school by the total number of first-year students at that school. For the purposes of the present report, the authors analyzed only the responses of students who self-identified as heterosexual in response to a demographic item on sexual orientation. *Figure source:* Adapted from Phelan SM, Dovidio JF, Puhl RM, et al. Implicit and explicit weight bias in a national sample of 4,732 medical students: The Medical Student CHANGES Study. *Obesity*. 2014;22:1201-1208. Used with permission; copyright © by The Obesity Society.

Supplemental Digital Appendix 1

Items representing the empathic concern and perspective-taking subscales of the Interpersonal Reactivity Index (Davis, 1980)^a

Instructions and response scale

The text below indicates the instructions given before the perspective-taking and empathic concern items as well as the 7-point response scale provided for each item.

This section focuses on your preferences for dealing with decisions and a variety of challenges.

Please indicate how much you agree or disagree with the statements below.

Strongly Disagree, Moderately Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Moderately Agree, Strongly Agree

Perspective-taking

The seven items from the perspective-taking scale are listed below. Reverse-coded items are marked with an asterisk.

Before criticizing somebody, I try to imagine how I would feel if I were in their place.

* If I'm sure I'm right about something, I don't waste much time listening to other people's arguments.

I sometimes try to understand my friends better by imagining how things look from their perspective.

I believe that there are two sides to every question and try to look at them both.

* I sometimes find it difficult to see things from the "other guy's" point of view.

I try to look at everybody's side of a disagreement before I make a decision.

When I'm upset at someone, I usually try to "put myself in his shoes" for a while.

Empathic concern

The seven items from the empathic concern scale are listed below. Reverse-coded items are marked with an asterisk.

When I see someone being taken advantage of, I feel kind of protective toward them.

* When I see someone being treated unfairly, I sometimes don't feel very much pity for them.

I often have tender, concerned feelings for people less fortunate than me.

I would describe myself as a pretty soft-hearted person.

* Sometimes I don't feel sorry for other people when they are having problems.

* Other people's misfortunes do not usually disturb me a great deal.

I am often quite touched by things that I see happen.

^a Items source: Davis MH. A multidimensional approach to individual differences in empathy. Journal Supplement Abstract Service (JSAS) Catalog of Selected Documents in Psychology. 1980;10:85.