

Supplementary Online Content

Dupras DM, Wieland ML, Halvorsen AJ, Maldonado M, Willet LL, Harris L. Assessment of training in health disparities in US internal medicine residency programs. *JAMA Netw Open*. 2020;3(8):e2012757. doi:10.1001/jamanetworkopen.2020.12757

eAppendix 1. Association of Program Directors in Internal Medicine 2015 Annual Survey
eAppendix 2. Questions on the 2015 Internal Medicine American College of Physicians In-Training Examination

This supplementary material has been provided by the authors to give readers additional information about their work.

eAppendix 1. Association of Program Directors in Internal Medicine 2015 Annual Survey

SECTION V: Health Care Disparities Training (Please ENTER ALL NUMBERS WITHOUT COMMAS to avoid truncation at the comma.)

Has your Institution had a Clinical Learning Environment Review (CLER) by the ACGME visit?

- No
- Yes

Do you anticipate one in the next 6 months?

- No
- Yes

Is data on differences in health care benchmarks based on patient diversity or at risk populations disseminated at your institution?

- No
- Yes
- Don't know

How committed do you believe your institution is to addressing disparities in health care?

- Not committed
- Unsure
- Somewhat committed
- Strongly committed

Do some of your resident quality improvement projects address health care disparities?

- No
- Yes
- I don't know

Branch point question: Answer selected determines subsequent questions

Does your training program have an educational curriculum in health care disparities?

- No
- Yes

Following questions answered by those who answered “yes” to above question:

What were barriers to development of a health disparities curriculum? (Mark all that apply.)

- No barriers
- Institutional culture
- Institutional support
- Lack of need
- Faculty uninterested in teaching
- Faculty lack skills to teach
- Lack of learner interest
- Insufficient time in curriculum
- Financial constraints
- Lack of importance in the curriculum
- Other, please specify: _____

What were barriers to implementation of a health disparities curriculum? (Mark all that apply.)

- No barriers
- Institutional culture
- Institutional support
- Lack of need
- Faculty uninterested in teaching
- Faculty lack skills to teach
- Lack of learner interest
- Insufficient time in curriculum
- Financial constraints
- Lack of importance in the curriculum
- Other, please specify: _____

Please answer the following questions about the curriculum.

Which of the following best describes the format of the curriculum?

- Required by the Institution
- Only required by residency training program
- Elective for residents
- Component of other curriculum (quality improvement, other)

What curriculum do you use?

- Developed at our Institution
- External curriculum. Please provide name of program below: _____

How many hours in your program are dedicated education in health care disparities? _____

Does the curriculum vary between years?

- No
- Yes

What methods are used for this education? (Mark all that apply.)

- Lecture
- Discussion (group)
- Small groups
- Case scenarios
- Clinical experience
- Interviewing other cultures (at risk groups)
- eLearning
- Blogs
- Audio/video
- Simulation
- Role play
- Cultural immersion
- Other, please specify: _____

Which topics related to disparities of care are covered in your educational curriculum? (Mark all that apply.)

- Race and/or ethnicity
- Gender
- Socioeconomic status
- Sexual orientation and/or gender identity
- Religious beliefs
- Limited English proficiency
- Other, please specify: _____

How would you rate the quality of your program's health disparities education?

- Poor
- Fair
- Good
- Very good
- Excellent

How do you measure outcomes of the curriculum (Mark all that apply.)

- We don't measure
- Assessment of change in attitude(s)
- Test of knowledge
- Direct observation of resident skills/behaviors
- Clinical patient outcomes
- Other, please specify: _____

Following questions answered by those answering “no” to presence of curriculum:

What are barriers to development of a health disparities curriculum? (Mark all that apply.)

- No barriers
- Institutional culture
- Institutional support
- Lack of need
- Faculty uninterested in teaching
- Faculty lack skills to teach
- Lack of learner interest
- Insufficient time in curriculum
- Financial constraints
- Lack of importance in the curriculum
- Other, please specify: _____

Do you plan to develop education curriculum on health care disparities?

- No
- Yes
- I don't know

How soon do you plan to implement an educational curriculum on this topic?

Number of ___ days ___ months ___ years

End of survey question section.

eAppendix 2. Questions on the 2015 Internal Medicine American College of Physicians In-Training Examination

1. Approximately what percentage of the patients you care for is underserved, uninsured, unemployed or homeless? (Select one)
 - <10%
 - 10-25%
 - 26-50%
 - 51-75%
 - Over 75%
 - Not Sure

2. During your residency, have you received any training in how to care for patients who are underserved, uninsured, unemployed or homeless?
 - Yes
 - No

3. How would you rate the quality of this residency training? (Likert Scale Response)
 - 1 Poor
 - 2 Fair
 - 3 Good
 - 4 Very Good
 - 5 Excellent