

Supplement File 1. Intergenerational Dynamics Curriculum in Medical School Programs Survey. This survey was sent to the curriculum deans of all allopathic medical schools in the United States to gather information about the perceptions and prevalence of teaching intergenerational dynamics in medical school.

Time to complete this survey: 3-5 minutes. There are no known risks for completion of this survey. Participants may withdraw at any time. Thank you for agreeing to participate in this survey, by participating you consent to having your de-identified data utilized in the study. The purpose of this project is to explore the prevalence of and attitudes towards intergenerational dynamics education in medical schools across the United States. We appreciate your participation in this survey and your honest responses. In the context of this survey, intergenerational dynamics are defined as the social, behavioral, and psychological interactions and attitudes that occur between individuals and social groups from different generations.

Q1: What is your average class size?

- <50
- 51-100
- 101-150
- 151-200
- >200

Q2: Does your curriculum include education about intergenerational dynamics?

- Yes
- No
- Unsure

IF Q2 YES What form does this teaching take (select all that apply)?

- Independent course/rotation
- Didactic lectures
- Small group activity
- Simulation
- Electronic/asynchronous module(s)
- Other (please specify):

IF Q2 YES Where does your program obtain material related to intergenerational dynamics?

- Textbooks
- Online resource
- Self-designed materials
- Other (please elaborate):

IF Q2 YES How many hours of intergenerational dynamics are included in your program per year?

- 1-5 hours
- 6-10 hours
- 11-15 hours
- 16-20 hours
- Greater than 20 hours

IF Q2 YES How long has coverage of content related to intergenerational dynamics been a part of your curriculum?

- New this year
- Less than 5 years
- Between 5 and 10 years
- For greater than 10 years

IF Q2 YES Is education about intergenerational dynamics required for your students?

- Yes
- No
- Not sure

IF Q2 YES In which course(s) do you discuss intergenerational dynamics?

List the name of the course(s) (text box)

Teaching about this topic is not associated with specific course(s)

IF Q2 YES In which year(s) do you discuss intergenerational dynamics (check all that apply)?

- M1/M2 (Preclinical phase)
- M3/required clerkships
- M4/electives
- Not sure

Q3 Has your program ever considered introducing content related to intergenerational dynamics into its curriculum?

- Yes
- No

IF Q3 YES If your program is considering introducing content related intergenerational dynamics, when do you expect that it will be incorporated into the curriculum?

- This academic year
- Next academic year
- Within the next 5 years
- Not in the near future

IF Q3 NO Why does your curriculum not include intergenerational dynamics coursework?

- Lack of space in current curriculum
- Lack of expertise/knowledge on intergenerational dynamics
- Lack of student interest
- Intergenerational dynamics education is not important in medical education
- Other (please specify)

IF Q3 YES In which year(s) could you discuss intergenerational dynamics (check all that apply)?

- M1/M2 (Preclinical phase)
- M3/required clerkships

M4/electives
Not sure

Q4 – I feel that our program does an adequate job of teaching concepts related intergenerational dynamics to medical students

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
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Q5 – Education about intergenerational dynamics should be a required in medical education.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
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Q6 – Understanding intergenerational dynamics makes medical students' better clinicians.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
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Q7 – Faculty should receive training in generational differences and intergenerational dynamics.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
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Q8 – Do you feel that the coverage/time dedicated to teaching about intergenerational dynamics in your program is appropriate?

- Appropriate
- Should decrease (specify by how much)
- Should increase (specify by how much)

Q9 – Do residency or fellowship programs at your institution offer training on intergenerational dynamics?

- Yes (please specify)
- No
- We do not have residency/fellowship programs
- Not sure

Q10 – There are other programs (e.g., faculty development opportunities) at my institution that discuss intergenerational dynamics

- Yes (please specify)
- No
- Not sure

Q11 – I have had training/attended educational sessions discussing generational differences or intergenerational dynamics.

- Yes (please specify)

No
Not sure

Q12 – What additional thoughts do you have regarding teaching about intergenerational dynamics in medical education?

