

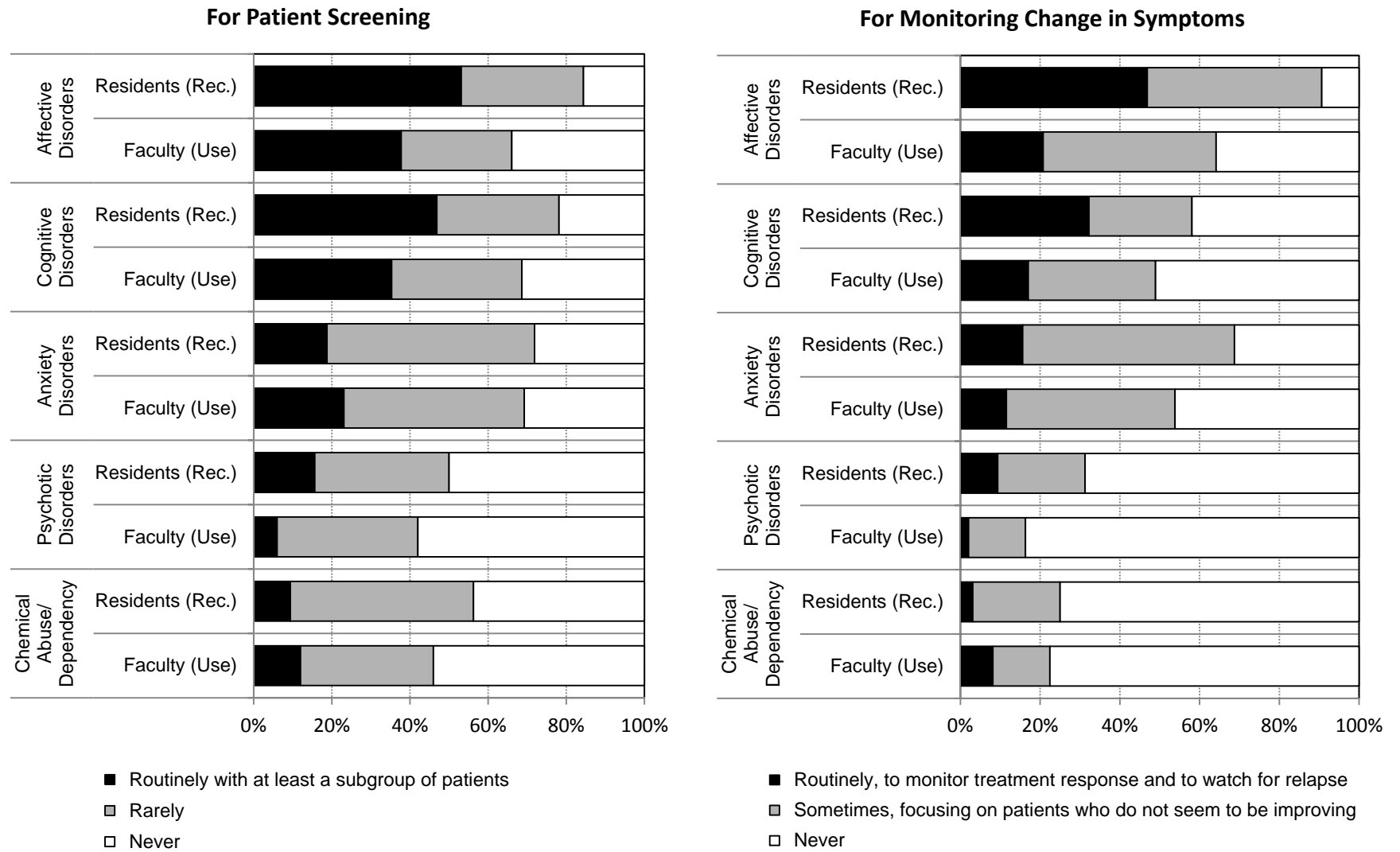
**Demographics of Faculty Supervisors (n=54)**

All faculty supervisors provided at least one-hour of individual resident supervision a week.

Responding faculty were 51% male, with a mean age of 49 (range 31-75). Approximately 27% indicated that they had an additional advanced degree (other than an MD) at the masters level or higher. On average, faculty had completed their residency training 17 years earlier (range 1-45).

Seventy-nine percent of faculty had also completed advanced fellowship training. Most faculty members (89%) reported primarily seeing patients in the outpatient setting. Thirty-two percent reported a voluntary or adjunct appointment with the department, with 58% indicating they were full-time and 9% part-time. On average faculty had 16 years experience in supervising medical trainees (range 1-45 years). Sixty-four percent indicated that they had prior clinical research experience systematically tracking patient symptoms over time.

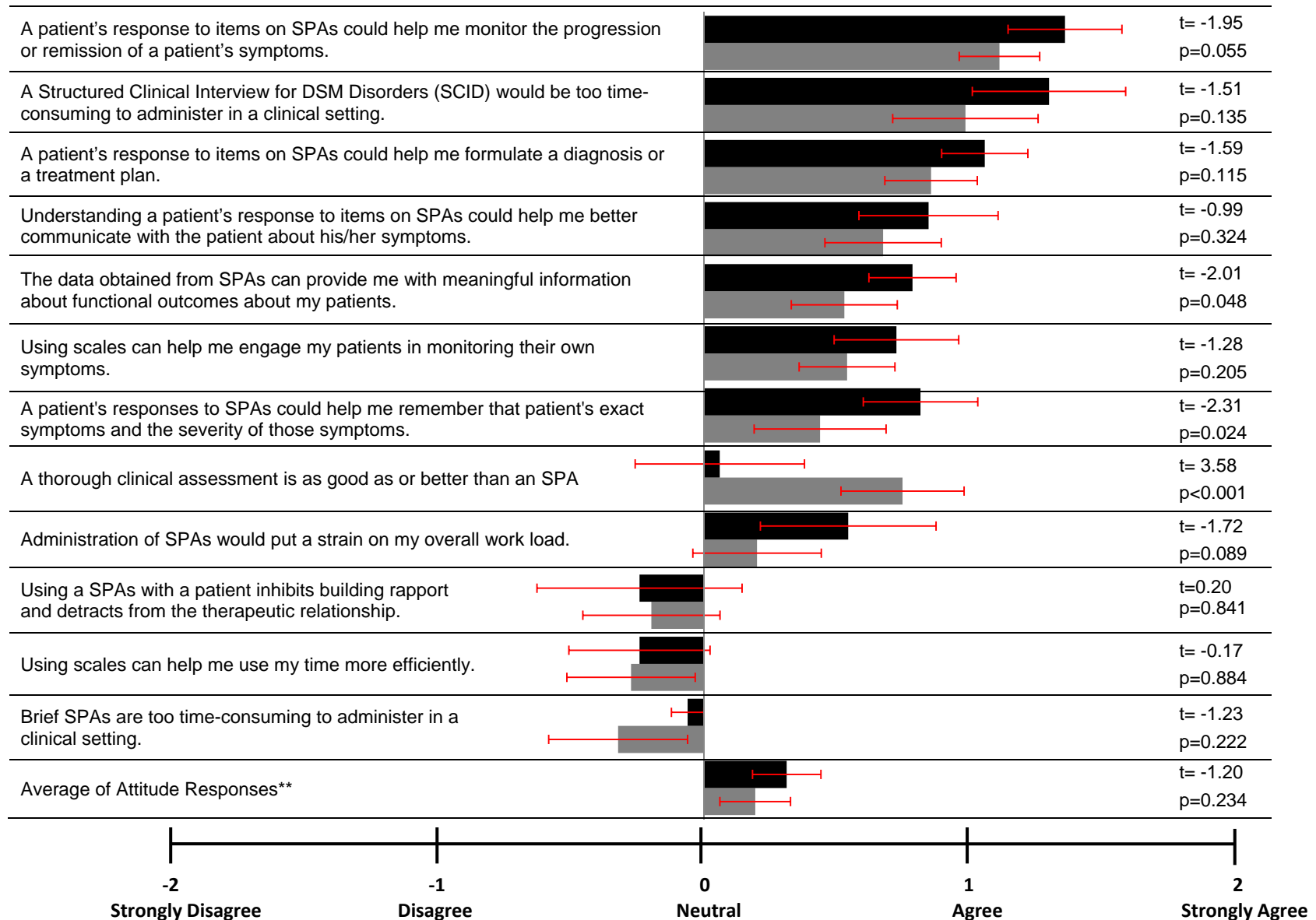
**Figure 1.** Faculty (n=47-53) reporting use of standard assessments in their own clinical work and residents (n=31-32) reporting use of standard assessments recommended by faculty supervisors.



**Table 1.** Potential barriers in using standardized patient assessments in clinical practice.

	Resident Responses (n=32)				Faulty Responses (n=53)			
	Top Barrier		Among the Top Four Barriers		Top Barrier		Among the Top Four Barriers	
	N	%	N	%	N	%	N	%
I have limited formal training in how to administer and use standardized patient assessments.	10	31%	19	59%	9	17%	24	45%
Administering standardized patient assessments would be too time-consuming.	6	19%	20	63%	6	11%	21	40%
I have limited access to standardized patient assessments.	5	16%	17	53%	5	9%	24	45%
There is a lack of consensus about which standardized assessments would be most appropriate for my patients.	3	9%	20	63%	4	8%	19	36%
Using a standardized assessment with a patient could inhibit building rapport and detract from the therapeutic relationship.	2	6%	15	47%	5	9%	19	36%
Completing standardized patient assessments is not required as part of my clinical work.	2	6%	7	22%	13	25%	22	42%
I do not have a formal system (such as an electronic medical record) for tracking and monitoring the results of such assessments.	1	3%	9	28%	2	4%	19	36%
Completing standardized assessments/questionnaires requires cognitive or language skills that my patients don't have.	1	3%	6	19%	2	4%	4	8%
Completing standardized assessments/questionnaires requires insight that my patients don't have.	1	3%	4	13%	0	0%	4	8%
Completing standardized patient assessments is not recommended in current APA treatment guidelines and is not considered part of "standard" practice.	0	0%	3	9%	1	2%	6	11%
Other	1	3%	3	9%	6	11%	10	19%

**Figure 2.** Faculty (n=47-53) and Residents (n=32) reporting agreement with attitudes about standard patient assessments (SPAs). Mean Likert scale scores are shown (-2=Strongly Disagree to 2=Strongly Agree) with 95% confidence intervals for the mean (shown as red error bars) and t-tests on the right. Resident responses are shown in black and faculty are shown in grey.



**Table 2.** Logistic regression of factors affecting faculty use of standard assessments for screening and monitoring patients.

Factor	Attitude Score‡	Use for Patient Screening	Use for Patient Monitoring
	Odds Ratio (95% CI)	Odds Ratio (95% CI)	Odds Ratio (95% CI)
Age	0.93 (0.88-0.99)***	0.84 (0.75-0.94)***	0.84 (0.73-0.96)**
Has an Additional Degree	2.00 (0.43-9.34)	2.17 (0.41-11.60)	0.32 (0.04-2.44)
Employed Full or Part Time at an Academic Institution	1.81 (0.40-8.31)	1.13 (0.19-6.55)	1.76 (0.11-10.23)
Participated in a Research Study Tracking Symptoms	1.09 (0.27-4.32)	10.08 (1.51-67.08)**	3.96 (0.49-32.19)
Average Attitude Score†	-	0.21 (0.03-1.48)	6.21 (0.89-43.40)*

† Items which reflect a negative opinion about standard assessments are recoded such that strongly agree=-2 and strongly disagree=2, opposite the others.

‡ Attitude score as positive (average attitude > 0) or negative.

\*p <0.10, \*\*p <0.05, \*\*\*p<0.01