

Supplemental Digital Appendix 1: Survey Questionnaire

Interview Unique Identifier:

Date/Time of Phone Interview:

Person(s) Conducting Interview:

Statement at beginning of interview:

The goal of this project is to gather information about the current status of professionalism remediation in undergraduate medical education in the U.S. and Canada. We are inviting all AAMC member schools to participate. We would like to speak to you for no more than 30 minutes. All materials gathered will be confidential. The data collected will only be used in the aggregate with no specific schools identified. However, if a particular school has an exceptional program in this area, they may be contacted separately for permission to identify their school and program. At the end of our work, we will provide a draft of our final paper.

We would like to record this phone interview in case we need it for further review during our study. May I have your permission to record this interview?

☐ **Yes** ☐ **No**

Would you like us to read you the questions off the survey, or would you like to read it yourself and answer the question?

Part I. Your School's Policies and Documents

1. How may we get a link to, or copy of, your school's Professionalism graduation competencies (exit objectives)?
2. Does your school have a student code of conduct that is posted on the web, included in your student handbook, or made available to students in some other way?

☐ **Yes** ☐ **No**
3. Does your school have a written policy for responding to unprofessional behavior incidents? This may include a list of trigger or sentinel events. It may include criteria for escalation of response, remediation, censure, penalty or automatic dismissal.

☐ **Yes** ☐ **No**

➡ Would it be possible to receive a copy of these documents for our research?

Part II. How your School Identifies Students with Professionalism Issues

4. Should a faculty member or administrator witness a student behaving unprofessionally, is there a policy or an expectation that the faculty member or administrator will provide direct feedback to the student?

____ Yes, a formal policy.

____ Yes, an expectation.

____ No, neither a policy nor an expectation.

5. What are the three most common unprofessional behaviors identified at your school?



6. If unprofessional behaviors require a response that goes beyond direct feedback given by the individual who witnessed it, how are these students identified for the next level of response? Please check all that apply.

a) **Preclinical years:**

- I) *Incident-Based Reporting*: Do you have incident-based reporting of unprofessional behavior?

____ Yes ____ No

➡ Who is this information reported to (what is his or her title)?

II) *Routine Periodic Evaluation of Professionalism*:

Types of collection mechanisms:

- » Do you use standard or routine course evaluations that include professionalism information?
- Does not use
 - Use for ALL courses
 - Use for SOME courses

- » Is there a separate professionalism course for which students receive a separate professional evaluation?

____ Yes ____ No

➡ If yes, explain the course and how they are evaluated:

- » Do you utilize formal peer-assessments?

____ Yes ____ No

➡ If yes, explain how these assessments occur and how often:

b) Clinical years:

I) *Incident-Based Reporting*: Do you have incident-based reporting of unprofessional behavior?

___ Yes ___ No

➡ Who is this information reported to (what is his or her title)?

II) *Routine Periodic Evaluation of Professionalism*:

Types of collection mechanisms:

» Do you use standard or routine course evaluations that include professionalism information?

- a. Does not use
- b. Use for ALL courses
- c. Use for SOME courses

» Is there a separate professionalism course for which students receive a separate professional evaluation?

___ Yes ___ No

➡ If yes, explain the course and how they are evaluated:

» Is professionalism a component of every clinical evaluation form?

___ Yes ___ No

» Do you utilize formal peer-assessments?

___ Yes ___ No

➡ If yes, explain how these assessments occur and how often:

III) Do other individuals, such as house staff, patients, and/or nurses, provide feedback about professionalism of students? How?

IV) Is the process different when a student is on an away elective?

c) Does the school have a mechanism for anonymous reporting of unprofessional student behaviors?

➡ If yes, please describe:

___ Yes ___ No

Part III: Response to unprofessional behavior

7. When unprofessional behavior is identified and requires a response beyond immediate feedback, who is initially notified?
- Course or clerkship director
 - Student Affairs dean
 - Faculty Director of Professionalism Program
 - Dean
 - Other
8. Who determines the course of action to be taken? This might include determination that the incident is resolved, referral to Honor Court, referral to Promotions Committee, recommendation for dismissal, or initiation of remediation?
- Course or clerkship director
 - Student Affairs dean
 - Faculty Director of Professionalism Program
 - Dean
 - Other
9. Regarding the response to unprofessional behavior, please explain the role of:
- Honor Court/Student Professional Conduct Committee
 - Promotions Committee
 - Committee of Faculty or Administrators convened specifically to review unprofessional conduct
 - Student Affairs Dean
 - Other Individuals or Groups (please identify by title)
10. Do you have a faculty development program to train faculty how to respond to professionalism issues?
- ➡ If yes, please describe:
- | |
|----------------|
| ___ Yes ___ No |
|----------------|

Part IV: Remediation

11. When a student is referred to remediation, who devises the remediation?
- Course or clerkship director
 - Student Affairs dean
 - Faculty Director of Professionalism Program
 - Dean
 - Other
12. Who oversees the remediation?
- Course or clerkship director
 - Student Affairs dean
 - Faculty Director of Professionalism Program
 - Dean
 - Other
13. Who assesses the outcome of the remediation?
- Course or clerkship director
 - Student Affairs dean
 - Faculty Director of Professionalism Program

- d) Dean
- e) Other
- » Explanation:

14. What strategies are utilized for remediation of unprofessional behaviors?

- a) Repeat course/clerkship
- b) Repeat course/clerkship with faculty supervision regarding professionalism deficit
- c) Mandated professionalism mentor-
 - » Who is assigned?
 - » How often do they meet?
- d) Stress management counseling
- e) Remediation curriculum or assignment
- f) Mandated mental health evaluation/treatment
- g) Community Service
- h) Other:

» Explanation/Please provide an example so we can better understand your process:

15. If a student has professionalism difficulties, is this information made available to future supervisors?

➡ If yes, explain the process of notification:

☐ Yes ☐ No

16. If a student has a significant professionalism incident, is there a standard, monitoring process moving forward?

➡ If yes, please describe:

☐ Yes ☐ No

17. What are some examples of the least serious unprofessional behaviors that require remediation?

18. What are some examples of the most serious unprofessional behaviors that require remediation?

19. What is working well with your current professionalism remediation strategies and what does not seem to be working well?

This concludes our interview. Thank you very much for taking the time to share the information on professionalism remediation at your school. We greatly appreciate it. Is there anyone else we should contact at your school? Do you have any questions?

Name	
Title	
Email contact	
Phone number	