

Supplemental Digital Table 1

Representative Quotations Illustrating the Themes That Emerged From Analysis of Respondents' Descriptions of Strengths of Their Medical Schools' Systems for Remediation of Professionalism Lapses in Medical Students, 2012-2013 Study

Theme	Representative quotations
Catching minor offenses early to help students before problems escalate	<ul style="list-style-type: none"> • "I like the fact that we're identifying it early and able to help students see the issues, and it's not getting to fourth year as much." • "We're addressing small problems early so they don't become large, festering problems."
Emphasizing professionalism school-wide	<ul style="list-style-type: none"> • If the medical school takes a stance on unacceptable behaviors..., that culture is communicated." • "The students are more aware that we care about [professionalism] and they're actually doing a bit more kind of peer assessment and reporting on each other when the lapses are significant."
Focusing on helping students rather than punishing them	<ul style="list-style-type: none"> • "I think [the goal of the system is] mostly counseling and trying to figure out if there are mental health issues or other problems that are leading to bad behavior and getting them the help that they need...." • "I think [the system] works pretty well in that it's couched in the terms of not being punitive. It's couched in the terms of we want you to succeed and be a doctor and reflect on these behaviors and do better."
Assuring transparency and good communication	<ul style="list-style-type: none"> • "[Our policy is] transparent to the students.... I think it has credibility to the students. There's a consensus that it's not arbitrarily applied to any behavior we don't like.... It's reasonable in its approach...." • "[The change in our policies] has really raised awareness of [professionalism] and people are talking about it openly. And consequently, I think we are getting more reporting of both unprofessional as well as exemplary situations."
Multiple sources of input	<ul style="list-style-type: none"> • "...There are a variety of people concerned and keeping track of how things are going, and there's a good deal of support for students who have issues both within the college and from around campus through the counseling center, the student help center and even occasionally police that we can rely on." • "I think working as a team is really critical. Not one person being put on the spot, that was one really major mistake we've made at other times putting it on a single person. I think using a committee is wise."

Personal relationships	<ul style="list-style-type: none"> • “One thing is we’re really a small school so it’s hard for our students to hide in the background and drift by.” • “The individualization and the individual attention and support that the students get gives them two messages, number one, it’s really important to us, and number two, we’re willing to help them learn.”
Culture that encourages reporting of offenses	<ul style="list-style-type: none"> • “There has developed more of a comfort level in discussing professionalism lapses in our student professionalism – promotions committee meeting. There is less of an anxiety about withholding information thinking that it might just affect one individual. • “I think, number one, our reporting is good. And so I feel as though faculty who come into contact with students, feel at liberty to, at least discuss things... with the students”
Feeding offenses forward	<ul style="list-style-type: none"> • “[We] told the students that if you’re ever... out around the state somewhere and something happens and we hear about it in the university, they will place you on a ninety-day probation. It will go on your Dean’s letter and every residency program is going to see this. And believe this, it has the magical effect in reducing problems on campus.”

Supplemental Digital Table 2

Representative Quotations Illustrating the Themes That Emerged From Analysis of Respondents' Descriptions of Weaknesses of Their Medical Schools' Systems for Remediation of Professionalism Lapses in Medical Students, 2012-2013 Study

Theme	Representative quotations
Reluctance to report	<ul style="list-style-type: none"> • “[Faculty] only see the student for short period of time. [I say,] Let me worry about the trend and if it’s not a trend, your one note will not hurt the student in the least. And if it is a trend, your note will contribute to it, and we’ll get the student the help they need.” • “When it’s serious enough to report, most students are still unwilling to sign their names to something. And at the faculty level..., an individual event still sometimes just doesn’t seem important enough to do the work. They talk to the students, [but don’t] create the paper trail [by submitting] the form.”
Lack of faculty training	<ul style="list-style-type: none"> • “We are a very large medical school and I think we still have a problem with reporting [such] that the incidents of unprofessional behavior are probably much greater than those that reach my ears or my desk. And so helping faculty to do a better job of identifying and documenting unprofessional behavior is one thing that we could do a lot better.” • “Faculty want something that’s very black and white. I think they don’t always know how to get into the discussion around the context of [unprofessional] behavior. And I think most of them find that both challenging and uncomfortable.”
Unclear policies	<ul style="list-style-type: none"> • “We’re sort of redefining the whole process and the biggest [problem] is the nebulousness of who can report, having a very clear triage system as to how to address professionalism concerns and especially with based on the ‘severity’ of the professionalism incident....” • “When it comes to things that happen outside the curriculum, like when a student is on an away rotation or [incidents occur] not within a course, there’s really no mechanism for us to handle that.”
Ineffective remediation not always effective	<ul style="list-style-type: none"> • “Remediation doesn’t seem to work very well. If someone has a really significant professionalism lapse, you don’t have many things in your armamentarium to change that behavior... Either they get it... and they change their evil ways very quickly or it just goes underground.” • “There is the small percentage, you can just tell, they’re gritting their teeth, they’re going to do what we tell them to do but they’re not changing their heart. I don’t know how to fix that to be honest.”

Lack of faculty accountability	<ul style="list-style-type: none"> • “We need to bring forth the role model... at the faculty level... I don't think morally [it works to punish] the student when maybe a faculty member is doing the same thing.” • “The student perception is that they're under this incredibly rigorous lens and upheld to very strict criteria yet faculty perhaps not so. That is the biggest threat to the whole remediation program is this sense of a double standard.”
Lack of broad involvement	<ul style="list-style-type: none"> • “The one thing that we found that's awkward is, right now, I'm the one... deciding whether [a professionalism lapse] goes to the Committee. And then, I'm the one making the decision. And then, I'm also the first appeal and then it goes to the Dean.... It's a conflict of interest because I sort of already decided that there's something pretty bad in order to send it to the Committee.” • “One thing that led us to a new system is that [we were] uncomfortable with the reporting system only residing in the Dean of the Student Affairs office. We felt that it led to idiosyncratic strategies [and] lack of continuity. We felt the Dean [knew] what was going on but sometimes no one else.
Challenge to emphasize professionalism	<ul style="list-style-type: none"> • “You get a brand new group of wet behind the ears first year students in their first week and we're doing all these orientation things.... and [professionalism and the reporting system] is one of a million things that you heard in that week... I think I heard it but I have no idea what it is. So that's when we try and infuse the sense of professionalism but I'd say that's a challenge.” • “We [have] gotten some feedback [that students] don't think [professionalism is] as important as we do. And so the students have really questioned the value of monitoring [professionalism behavior] and [are]not making the links that we think they should be making.”
Mentor-related challenges	<ul style="list-style-type: none"> • “Sometimes the mentors get so close, in a good way, to the student... [they] won't... be as honest [as] they should about the student meeting all of [his or her behavioral objectives].”