

Supplemental digital content for corrections to two tables in Karnieli-Miller O, Vu TR, Holtman MC, Clyman SG, Inui TS. Medical Students' Professionalism Narratives: A Window on the Informal and Hidden Curriculum. Acad Med. 2010;85:124-133. (The corrected data and footnotes language are bolded.)

### Supplemental Digital Table 1 Correction

#### Thematic Content of Student Professionalism Narratives Within the Medical-Clinical Interaction Domain, Internal Medicine Clerkship, Indiana University School of Medicine, 2007 \*

Theme	% of 272 stories	Subcategories	No. of positive stories	No. of negative stories
Manifesting respect or disrespect in clinical interactions with patients, families, colleagues and co-workers	26.8	Respecting patients/ families decisions, wishes or needs	<b>10</b>	<b>4</b>
		Acting respectfully with patients / families in challenging situations	9	2
		Disrespect toward / from colleagues	0	10
		Treating patient as a person and not a disease carrier	5	3
		Appropriate language / interaction with a patient/colleague	6	4
		Being respectful to stigmatized populations	3	2
		Appropriate humor / comments (behind the patient's back)	1	4
		Criticizing others	1	3
		Disrespect toward the profession / negative attitudes	0	1
Managing communication challenges with patients and families	<b>18.4</b>	Handling difficult situations/ conversations with patients / families	18	2
		Communicating in a caring and compassionate way	<b>11</b>	<b>3</b>
		Communicating with angry / resistant patients or families	12	1
Demonstrating responsibility, pride, knowledge and thoroughness	<b>15.1</b>	Responsibility, honesty and integrity	<b>14</b>	11
		Acquiring updated knowledge / lifelong learning	4	1
		Thoroughly investigating patients problems	4	0
		Excellence	2	0
		Acknowledging your limitations	1	0
		Pride in work	1	0
Spending time taking care of patient's , patient education and understanding.	16.2	Spending time to talk and answer patients'/families' needs for information and support	19	5
		Spending time with patients, listening respectfully, learning their history and concerns	6	2
		Communicating in a level/language that patients can understand	4	0
		Taking full responsibility for patient care and informing healthcare providers and caregivers	4	0
Going above and beyond, caring and altruism	8.0	No subcategories	19	3
Communicating and working in teams	4.8	No subcategories	6	7
Unclear stories	2.9	e.g. general none specific stories		

\* This table is based on a thematic analysis of 272 professionalism journal entries written by 135 students in 2007 describing experiences in their internal medicine clerkship that "taught you something about professionalism and professional values." This table displays themes and thematic sub-categories identified under the category of

“Clinical and Medical Environment,” which included **81.8%** of all journal narratives (**not including unclear stories**).

<sup>†</sup> The total number of stories exceeds 272 because sometimes a single story was classified more than once across themes.

## Supplemental Digital Table 2 Correction

### Thematic Content of Student Professionalism Narratives Within the Teaching-and-Learning Environment Domain, Internal Medicine Clerkship, Indiana University School of Medicine, 2007 \*

Theme	% of 272 stories <sup>†</sup>	Subcategories	No. of positive stories	No. of negative stories
Creating an (un)welcoming environment	6.6	Respecting colleagues/learners from lower hierarchies	2	5
		Being tolerant to mistakes, providing constructive feedback and evaluations	3	2
		Included and acknowledged as a medical student	1	1
		Judgmental environment	0	1
Capitalizing on teaching opportunities	6.6	A leader who teaches – asks questions, explains, spends time, learns	14	0
		Using opportunities to teach values and manners	3	0
		Giving safe and structured responsibilities	1	0
Learning from peers	3.7	Fellow student teaching and helping other students (demonstrating teamwork)	3	0
		Fellow student relating to a patient as a person	5	0
		Taking care of fellow colleagues	1	0
Dealing with attending/staff or self expectations	1.1.	Unclear expectations from students	0	2
		Self expectations as a professional	0	1
Paying attention to students' needs	0.7	Attuned to students' personal needs / life situation	1	0
		Caring	1	0
Having space to conduct private conversations	0.7	No subcategories	0	1
Demonstrating honesty and integrity	0.4	No subcategories		

\*This table is based on a thematic analysis of 272 professionalism journal entries written by 135 students in 2007 describing experiences in their internal medicine clerkship that “taught you something about professionalism and professional values.” This table displays themes and thematic sub-categories identified under the category of “Teaching and Learning Environment,” which included **18.2%** of all journal narratives (**not including unclear stories**).

<sup>†</sup> The total number of stories exceeds 272 because sometimes a single story was classified more than once across themes.