

Supplemental Digital Appendix 1

Three Profiles of Student Behavior, and the Variable That Distinguishes Between the Profiles. From a Multi-Institutional Study of Educators' Response to Medical Students' Professionalism Lapses, 2016–2018

	Profile 1	Profile 2	Profile 3
Indicators	poor reliability	poor reliability + poor insight	poor reliability + poor insight + poor adaptability
Capacity for self-reflection and adaptability (latent variable)	highest	middle	lowest
Profile description	A profile 1 student does not obey rules and regulations of the school. The student does not inform teachers and peers about his/her activities. When receiving feedback the student admits that his behavior was unprofessional. The student often asks for help to improve.	A profile 2 student does not actively participate in study groups or clerkships, and is often late or absent. Communication with peers and teachers is inadequate. The student relies on peers, sometimes resulting in plagiarism. When this behavior is addressed this student does not recognize the feedback, but is willing to accept a different viewpoint. In coaching conversations a profile 2 student exhibits good intentions and willingness to change.	A profile 3 student seems to have problems in interpersonal communication and teamwork. This student often does not understand information given by others, which leads to misunderstandings. Peers and teachers—sometimes patients—feel that they are not always treated respectfully by this student, but the student does not recognize their feelings. A profile 3 student does not accept the teachers' feedback and does not improve. This student is not able to formulate learning goals and often does not accept an offered coaching trajectory.

Supplemental Digital Appendix 2

Interview Guides, From a Multi-Institutional Study of Educators' Response to Medical Students' Professionalism Lapses, 2016–2018

Interview guide round #1

Introduction

- a. Meeting each other
- b. Goal of the study, why is the participant invited for this study
- c. What is the experience of the participant
- d. Explain profiles and distinguishing variable, show this in a handout

Remediation

1. What would be the practical relevance of the profiles for educators?
2. What would be the practical relevance of the distinguishing variable for educators?
3. Do you see options for determining a remediation strategy based on the profiles?
4. Could you describe a remediation strategy per profile?
5. What can be done by whom?
6. What should at least be done for each profile? By whom?

Interview guide round #2

Introduction

- a. Meet and greet
- b. Goal of this second interview
- c. Explain additional findings, i.e., the extra profile.

Guidance of students who display unprofessional behavior

1. Do you recognize the extra profile we found: the student who “games the system”?
2. What remediation do you propose for this profile?