

Supplemental Digital Appendix 1

Mental Health Initiative Evaluation, 2021-2022

1. What year of school are you in?
 - a) M1
 - b) M2
 - c) M3
 - d) M4
 - e) MSTP
 - f) Year off
2. Gender (select all that apply)
 - a) Woman
 - b) Man
 - c) Non-binary
 - d) Prefer not to say
3. Which of the following events have you attended in the past?
 - a) Pritzker, I Screwed Up
 - b) Quarantales
 - c) Physician Suicide Awareness Panel
 - d) Wellness sponsored peer discussions on mental health (i.e. David's Tea, small group discussion in a peer's home, etc.)
 - e) M3 Process Groups
 - f) M3 Narrative Medicine Workshops
4. Which of the following mental health tools and initiatives are you aware of?
 - a) Interviews with student counseling providers- posted on Pritzker Wellness' Instagram and Facebook page (e.g. What is an intake appointment? What is the process for referral to community providers?, etc.)
 - b) Humans of Pritzker Mental Health Series- posted on Pritzker Wellness' Instagram and Facebook page (e.g. posts featuring Pritzker students sharing their experiences with mental health)
 - c) "Peer Recommendations for Mental Health Providers" Spreadsheet (e.g. shared google document with peer feedback on mental health providers, this document is shared weekly on TWAP)
 - d) Wellness Resource Document (e.g. summary document of Pritzker resources for personal and professional advising and support, health and well-being resources, etc., this document is available on the Wellness website)
5. Which of the following mental health tools and initiatives have you utilized?
 - a) Interviews with student counseling providers- posted on Pritzker Wellness' Instagram and Facebook page (e.g. What is an intake appointment? What is the process for referral to community providers?, etc.)

- b) Humans of Pritzker Mental Health Series- posted on Pritzker Wellness' Instagram and Facebook page (e.g. posts featuring Pritzker students sharing their experiences with mental health)
 - c) "Peer Recommendations for Mental Health Providers" Spreadsheet (e.g. shared google document with peer feedback on mental health providers, this document is shared weekly on TWAP)
 - d) Wellness Resource Document (e.g. summary document of Pritzker resources for personal and professional advising and support, health and well-being resources, etc., this document is available on the Wellness website)
6. Have you utilized mental health services (counseling or psychiatry services at University of Chicago or outside the university) during your time at Pritzker?
- a) Yes
 - b) No
 - c) No, but planning to during this academic year
 - d) Would rather not say
7. (If yes) Attending mental health programming at Pritzker (e.g. the Mental Health Panel, Pritzker, I Screwed Up, etc.) contributed to my decision to seek mental health care.
- a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
8. I feel that I can talk about mental health openly and without judgment with my peers at Pritzker.
- a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
9. I feel that I can talk about mental health openly and without judgment with faculty leadership at Pritzker (e.g. deans of student affairs, admissions, diversity, equity and inclusion, etc.)
- a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
10. The culture surrounding mental health at Pritzker is supportive of my needs.
- a) Strongly Agree
 - b) Agree
 - c) Neutral

- d) Disagree
- e) Strongly Disagree

11. I am satisfied with Pritzker's mental health programming.

- a) Strongly Agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly Disagree

12. Please share any additional comments or suggestions about the mental health programming at Pritzker.

Supplemental Digital Appendix 2

Mental Health Panel Evaluation, 2015-2019

1. Year of Study
 - a) M1
 - b) M2
 - c) M3
 - d) M4
 - e) Other
2. This session helped me understand the impact of mental health on the personal and professional lives of physicians.
 - a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
3. It is important to discuss mental health issues that are pertinent to a career in medicine.
 - a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
4. This session helped me reflect on the importance of self-care and seeking help if necessary.
 - a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
5. This session enabled me to recognize warning signs of mental health distress and support colleagues in distress.
 - a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
6. This session helped me understand how to best utilize campus resources to address mental health needs.
 - a) Strongly Agree
 - b) Agree
 - c) Neutral

- d) Disagree
 - e) Strongly Disagree
7. Overall, this session was a valuable experience.
- a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
8. Are there topics that we did not cover that you want to see included in future events?
9. Please offer any comments or suggestions to help us improve the session.

Supplemental Digital Appendix 3

Mental Health Panel Evaluation, 2019-2021

1. Are there topics that we did not cover that you want to see included in future events?
2. Please offer any comments or suggestions to help us improve the session.

Supplemental Digital Appendix 4

Mental Health Panel Evaluation, 2021-2022

1. Today's panel was valuable to my education.
 - a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
2. After the panel, my knowledge of mental health resources available through UChicago Student Wellness/Mental Health Services has improved.
 - a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
3. Today's panel led me to reflect on my own personal mental health and well-being.
 - a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
4. Faculty physicians sharing their own personal experiences helps destigmatize mental health illness.
 - a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
5. Peers sharing their own personal experiences helps destigmatize mental health illness.
 - a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
6. I am more likely to seek out mental health resources and support after attending today's panel.
 - a) Strongly Agree
 - b) Agree

- c) Neutral
 - d) Disagree
 - e) Strongly Disagree
7. I would like to have similar events related to mental health in the future.
- a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
8. Additional comments/suggestions for future mental health-related events:

Supplemental Digital Appendix 5

Pritzker, I Screwed Up Evaluation, 2020-2021

1. What did you like about the event?
2. What would you change about the event?

Supplemental Digital Appendix 6

Pritzker, I Screwed Up Evaluation, 2021-2022

1. What year of school are you in?
 - a) M1
 - b) M2
 - c) M3
 - d) M4
 - e) MSTP
 - f) Year off
2. Gender (select all that apply)
 - a) Woman
 - b) Man
 - c) Non-binary
 - d) Prefer not to say
3. Did you attend the “Pritzker, I Screwed Up” event this year (Feb 28, 2022)?
 - a) Yes
 - b) No
4. Today’s session was valuable to my education.
 - a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
5. Faculty physicians sharing their own personal experiences helps destigmatize making mistakes.
 - a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
6. Residents and peers sharing their own personal experiences helps destigmatize making mistakes.
 - a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
7. After attending this event, I feel more prepared to show compassion for myself when I experience failures in my career.

- a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly Disagree
8. Please share any additional comments or suggestions about the Pritzker, I Screwed Up event.

Supplemental Digital Appendix 7

Summary of Additional Elements of Mental Health Initiative Programming at the Pritzker School of Medicine

Objective	Event	Event Description
Combat mental health stigma	Quarantales 2020-21	<ul style="list-style-type: none"> • Optional 60-minute event for all students • First-year wellness committee students sent an email to classmates inviting them to contribute to a virtual story slam event focused on COVID-19 pandemic-related topics (e.g., loneliness, mental health concerns, etc.) • Participating students submitted a written story; stories were read by other classmates to allow for anonymity for story writer
Address student-identified barriers to care	Wellness Resource Document 2018-2022	<ul style="list-style-type: none"> • Students reported being overwhelmed by resources and not knowing who to contact for which concern • Wellness committee therefore compiled resource document to outline support resources for students • Organized by areas of concerns and offers resources and direct contact information to access support • Sections of this document include mental health support (e.g., outline process for scheduling counseling appointments, resources for urgent mental health situations, etc.) • A link to this resource is provided in weekly schoolwide emails from student leaders and featured on PSOM's wellness website
	Video Interviews with Student Counseling Center Providers 2020-2021	<ul style="list-style-type: none"> • Students reported they had questions about the process for accessing SCS and didn't know to whom to direct the questions • Wellness committee members thus conducted mini-interviews with student counseling providers about common student questions (e.g., what is an intake

		<p>appointment, when are students referred to outside providers, etc.)</p> <ul style="list-style-type: none"> Videos were posted on PSOM Wellness social media accounts
	Physician Suicide Panel 2020-2021	<ul style="list-style-type: none"> Optional 90-minute event for all students Wellness committee faculty invited faculty and residents to speak on panel Panel of four faculty, residents, and student counseling providers spoke about prevalence and impact of physician suicide, how to support peers and access care on campus
	Mental Health Provider- Peer Recommendations Document 2019-2022	<ul style="list-style-type: none"> Students reported difficulty finding therapists that suited their needs, especially while having to juggle academics and extracurriculars MHS therefore created a password-protected resource document available to all students that aimed to help students connect with clinicians who fit their needs Wellness committee students emailed classmates biannually and invited them to provide anonymous feedback on providers including contact information, areas of expertise (e.g., LGBTQ health, CBT treatment), accepted insurance plans, and out of pocket costs This resource is included in weekly emails from student leadership and on the PSOM Wellness website
Enhance peer support surrounding mental health	Narrative Medicine Workshop 2020-2022	<ul style="list-style-type: none"> Optional workshop series for third-year (M3) students, consisting of four 90-minute virtual sessions M3 wellness committee students emailed classmates to invite them to participate in the workshops Sessions led by a faculty member Involved group check-ins, short writing prompts with response-sharing, and a longitudinal writing piece shared at the final session Topics addressed include clinical experiences, personal identities, the

		intersections of personal and professional lives, and how these facets impact mental health
	Process Groups 2015-2022	<ul style="list-style-type: none"> • Optional 60-minute sessions for third-year students, held quarterly • PSOM fourth-year student leaders invited M3s to participate in sessions • Groups consisted of six M3s and were led by a fourth-year student • Fourth-year group leaders met regularly with wellness committee faculty to discuss sessions and address concerns • Groups offered confidential space for students to discuss challenging clerkship experiences and support peers (e.g., patient situations, team dynamics, imposter syndrome, stress of evaluation and work-life balance)
	Wellness Tea Times 2017-2022	<ul style="list-style-type: none"> • Optional 60-minute quarterly small group discussions for first-year students • M1 wellness committee students invited classmates to sessions via email • These student-only events were often hosted in a student's home and focused on topics that participants submitted anonymously prior to the event (e.g., navigating social dynamics, stress, loneliness)