

**Appendix B.** Full Quotes (Q) of the citations in the manuscript (indicated by grey background colouring). Quotes by students are marked with “S” and quotes by faculty members with “F”, respectively. The numbers serve to distinguish the statements of different persons.

Quotes - Students' contributions to interprofessional course development	
<b>Q1</b>	F3: “We actually sat together regularly in the larger group and worked out the goals and really reflected on the project progress and milestones together.”
<b>Q2</b>	S3: “Because we gave our input. [...] and that we enriched the discussion with that and collaborated on it.”
<b>Q3</b>	S2: “We were a huge enrichment for the larger group as students. Because we really did bring a completely different perspective. Which was the one from the other side [...]. We could say exactly what the students need in that semester, what would meet their needs.”
<b>Q4</b>	F1: “Of course [...] I wanted to have students involved [...] to prove the feasibility of our ideas from the students' point of view.”
<b>Q5</b>	F1: “They want to do something together and people were able to join up with them and say, I want to be involved, with my role, that that is possible. Despite setbacks. So there is a high level of sense-making and completely new arguments for why these projects make sense.”
<b>Q6</b>	F2: “Then I see how they have given roots to what we've done and feasibility and a much bigger sense.”
<b>Q7</b>	S4: “I do have a strong feeling that there is something of mine in it. Like, the ideas I had for tutorials or other things [...] and somehow, ultimately I do see many aspects of my contribution in this project.”
<b>Q8</b>	F2: “We realised how they had contributed, how it turned out in the end. The product. All three [students] were very active, and this was interprofessional. That it was well incorporated.”

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## Quotes - Factors facilitating student's participation

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- Q9** S3: "I saw the job offer and found it somehow exciting, because I thought about how little I know about the other professions. I meet them in the workplace every day and I realized that I don't know very much. And then I met with X [project coordinator] and it [the job] sounded pretty exciting and then I did it."
- Q10** S4: "And then I knew: The job will be vacant. Well, that means, I've already heard a bit about what they do and I found it all very exciting somehow. I had noticed in my internships, in my nursing internship and in my practical work experience, I had noticed how hardened sometimes the fronts are between the professions. And the lower down you are in the food chain, the more you are vulnerable to it. Because you don't even identify with your own profession yet. That's why it was crystal clear to me, why this topic is important. And why it might be cool to get involved with it."
- Q11** S4: "Right, so it was actually. I found in the beginning, when we were just starting, really interesting, because some of it was already there and we were able to contribute to it and with interTUT. We generally had a lot of freedom in what we developed and how we worked, because we basically decide on the content of our tutorials ourselves, design our advertising ourselves, decide which tutorials we are going to run and when. And that's why it was, or is, relatively dependent on us, which I find very positive."
- Q12** S5: "Because we were working almost completely independently, basically each tutorial of course had a hint of each of us in it [...]. I think it motivated us to carry on too."
- Q13** S4: "Working on the content of something is really good fun. Advertising, creating ads, it's also creative".
- Q14** F5: "Yes, so being involved and bringing a lot of initiative for creating awareness for the project. Also very proud of what they have developed there and still am. Like I say, [they were] strongly identified with it."
- Q15** S5: "And yes, I think it's nice, as well, when you can give the students something to take home, if you see maybe that you've been able to get them inspired with knowledge."
- Q16** F1: "I can imagine getting into this project, with the resources of 20 hours a month, like we had in the beginning, and then ten hours a month, like we have now, difficult. What is that? 2.5 hours a week. How do you get into the project? What do they want from me? Clarify expectations. What expectations do they have from me? It is a big problem, I think, to grasp this complexity."
- Q17** S2: "In the beginning there was a lack of guidance. There just was none. We were just thrown into it and had to work on something, but it wasn't really clear what to do."
- Q18** S2: "It got much better with, when X [project coordinator] came in and she gave us concrete tasks, and with our small group, it was a completely different cooperation than it was previously."
- Q19** F3: "I felt that the pivotal person was and still is the project coordinator. She, I just think, gave out clear tasks to do (laughs) and made sure that it was clear who was doing what and she gave the students guidance. I think that was really important."
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<b>Q20</b>	S2: "That was then the communication in the group, it was... mentioned several times, that it was difficult. And I personally also found it difficult to stand up to faculty members, who were indeed incredible personalities."
<b>Q21</b>	S2: "And I think at the end the study trip was really great [...] We did something that had nothing to do with work, but found ourselves personally [...] that changed our whole team relationship completely."
<b>Q22</b>	F2: "I think because we planned so much together and planned so much together where we were sitting at the same table. That significantly reduced the status hierarchy. Also what you were describing: the informal conversations. It cemented relationships and that sort of thing. It's also an expression of the fact that the status groups and the hierarchy, weren't as obvious as it might have been. And I think that made a difference in how we worked together."
<b>Q23</b>	F3: "While you just mentioned the trip, the trip we went on together: I found that very enriching. Really, with the students, we were at an interprofessional conference, and to discuss the contributions with the students afterwards. But also sitting together in the evening, or at the ice-cream café and just to listening to their point of view, hearing about their private problems. I thought that was great. It expanded my perspective a bit more."
<b>Q24</b>	S1: "We were listened to. Our ideas were heard, and some of them were even put into practice. That was an accomplishment, and it was fun."

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## Quotes - Professional development of the students

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- Q25** S1: "Yes, we benefited from one another, in the sense that: Okay, what exactly are you doing, and what's your view as an occupational therapist? You have to learn to be able to do that."
- Q26** S4: "And I really do keep finding things about interprofessional work or new aspects: 'How do other professions perceive my profession?' or things like that. That's something I have really taken home from this."
- Q27** S1: "Present our opinion, our suggestions. I found it to be a huge advantage. In front of people who were in the hierarchy, had a much higher status than I did, to voice my opinions and to be able to voice my own opinions. That's what I personally learned the most from the project as a whole. How I can present myself, how I can talk, how I can develop my arguments."
- Q28** S2: "You can really gain a lot of competencies on a personnel level. Like how to assert yourself in a group, and that it makes sense to have the courage to speak up. [...] It gives you a lot of confidence."
- Q29** F3: "And I think we managed to, well, at least partly, to pave the way to communicative, interprofessional competencies."
- Q30** F5: "Or to presenting something at conferences, which really challenges them. At the beginning of the study they weren't able to do that yet"
- Q31** S4: "Although I would say, with time, your experience grows and how you would prepare things for teaching. That develops. Yes."
- Q32** F1: "And as well as that they say that they have actually gained experience for interprofessional collaboration in teams."
- Q33** F2: "And I think what our students have gained is that for now and for the future they have a unique view of interprofessional work. That's what they have learned. This is one big learning curve."
- Q34** S3: "And also for me personally I felt like it was confirmation that the topic [interprofessional cooperation] is still important and I found for myself how important it is to expand my own horizons. And I want to get to know other professions and approach people and get to know the people behind the professions. That is, I think, always important for my later working life."
- Q35** S4: "Yes, but the fact that interprofessional collaboration is possible if you provide the space or structures for it. And... this is my one point maybe. And the other one is that a personal connection can trump everything in the end. So at that point where you build up a personal relationship to someone, all the other things take a back seat a bit. And it's up to me if I want to build this relationship and signal that I would like that in my working life or not. And I think you can tell how someone feels."
- Q36** F2: "And they will understand it better, the structures, and the harsh reality [of the health care system]. And others won't and then people will be able to see how to deal with it better. Whether they become ambassadors or changers in this area is something we will see. But we have laid the basis for that in theory."
- Q37** F1: "And we will need people in the next few years, as well, who can make more coordinated processes in health care, put changes into practice and so on, who can think ahead. And I see our students in that role."
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