

Table 8		Thematic and Gain Component Tabulation						
Thematic Analysis		Gain Analysis by Theme						
Primary Theme (PEG, PPG, CEG) (N) [%]	Secondary Theme (PEG, PPG, CEG) (N) [%]	Gain Component:	PEG N=35	%	PPG N=45	%	CEG N=11	%
Perspective Improvements (26, 26, 5) [0.74, 0.58, 0.45]	Self (8, 5, 0) [0.23, 0.11, 0.0]	Personal Introspection	2, 3, 7, 31, 34	0.14	9, 16, 26,	0.07		0.0
		Professional Introspection	1, 7, 16, 20, 34	0.14	6, 45	0.04		0.0
	Environmental (7, 11, 2) [0.2, 0.24, 0.18]	Medical School Experience Processing/Reflection	1, 8, 11, 16, 17, 18, 20,	0.2	2, 7, 9, 10, 12, 13, 16, 22, 23	0.2	8, 10	0.18
		Life Experience Processing/Reflection		0.0	9, 22, 26, 27	0.09	8, 10	0.18
	Insight (22, 9, 4) [0.63, 0.2,	Insight to Peer Experiences	2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 25, 26, 28, 31	0.6	6, 9, 16, 22, 26, 32, 35, 37, 44	0.2	3, 4, 5, 8	0.36

	0.36]	Insight to Extra-Personal Receptiveness	32	0.02		0.0		0.0
		Insight to Personal Communicative Process	32	0.02		0.0		0.0
	Comparative (10, 11, 1) [0.29, 0.24, 0.09]	Comparisons of Respective Peer Experiences	2, 4, 5, 6, 13, 18, 25,	0.2	1, 3, 4, 5, 6, 7, 19, 26	0.18	5	0.09
		Comparisons of Respective Peer Values	34	0.03		0.0		0.0
		Experiential Familiarity	24, 27	0.06	6, 5, 4, 3, 7, 19, 21, 24, 36	0.2	5	0.09
	Alterative (5, 5, 0) [0.14, 0.11, 0.0]	Improved Life-Perspective	6, 9, 15	0.09	2, 4, 7, 26	0.09		0.0
		Altered Gender Perspectives		0.0	14	0.02		0.0
		Respect for Peers	26	0.03		0.0		0.0
		Confidence in Peers	17	0.03		0.0		0.0
	Community Improvements	Connective (15, 19, 6) [0.43, 0.42,	2, 3, 4, 5, 6, 8, 10, 12, 14, 19, 22, 23, 27, 33, 35	0.43	1, 2, 5, 8, 10, 15, 17, 18, 21, 22, 25, 28, 29, 30, 33, 36, 39, 41, 42	0.42	1, 2, 3, 5, 11	0.45

(17, 20, 6) [0.49, 0.44, 0.54]	0.55]	Genuine Human Connection		0.0	1, 2, 17, 25	0.09	7	0.09
		Professional Connection		0.0	28	0.02		0.0
	Communicative (2, 3, 0)	Thoughtful Peer Conversation	20, 21	0.0	2, 10,	0.04		0.0
	[0.06, 0.07, 0.0]	Inspiration from Peers		0.06	2, 6	0.04		0.0
Personal Improvements (8, 2, 0) [0.3, 0.04, 0]	Skills (6, 2, 0) [0.17, 0.04, 0.0]	Improved Comfort in Sharing Experiences/Perspectives	2, 19, 28, 30	0.11	43	0.02		0.0
		Communication Skills Improvement	30, 33	0.06	11	0.02		0.0
		Reflective Writing Skills Improvement	32	0.03	11, 43	0.04		0.0
	Qualities (2, 0, 0) [0.06, 0.0, 0.0]	Personal Growth	15	0.03		0.0		0.0
		Open-Mindedness	15, 29	0.06		0.0		0.0
Interpersonal	Supportive	Opportunity to Receive Peer Support	22, 28, 1	0.09	2, 12, 18, 38	0.09		0.0

Components (7, 4, 0)	(6, 4, 0) [0.17, 0.09, 0.0]	Opportunity to Provide Peer Support	1, 3, 7, 21,	0.11	38	0.02		0.0
[0.20, 0.09, 0.0]	Influential (1, 0, 0) [0.03, 0.0, 0.0]	Opportunity to Positively Influence	34	0.03		0.0		0.0
Intrapersonal Components (6, 10, 4)	Primary (0, 0, 1) [0.0, 0.0, 0.09]	Coping Outlet		0.0		0.0	9	0.09
[0.17, 0.22, 0.36]	Secondary (6, 10, 3) [0.17, 0.22, 0.27]	Opportunity to Express Experiences/Challenges	10, 11, 14, 15, 24, 25	0.17	1, 3, 5, 8, 13, 15, 19, 20, 25, 34	0.22	6, 7, 10	0.27
Experiential Components (0, 8, 1) [0.0, 0.18, 0.09]	Qualitative (0, 8, 1) [0.0, 0.18, 0.09]	Revealing Experience		0.0	3, 4	0.04		0.0
		Novel Pen Pal Experience		0.0	1, 11, 13	0.07		0.0
		Enjoyable Experience		0.0	1, 3, 19, 24	0.09	6	0.09

0.09]		Meditative Experience		0. 0	23	0. 02		0. 0
	Quantitative (0,2, 0) [0.0, 0.04, 0.0]	Marginal Gain		0. 0	31, 40	0. 04		0. 0

Table 11	ScribeMD Efficacy Triangulation Model   Topic-Objective-Prompt-Question-Factor			
Topics	Learning Objective	Program Prompt(s)	Survey Question	Factor
<i>Professional Identity Formation</i>	Improve identity formation competencies in the realm of the medical profession's core values.	-What personal characteristic do you think will make you an authentic healer in your medical career? -Now at the closing of this session of ScribeMD; how do you think this experience has developed your professional identity as a future physician?	How important do you feel that personal reflection is in medical education?	<b>CMC</b>
	Utilize formational competencies to define their role as a student of undergraduate medical education.	Being a medical student is like being a professional learner. What characteristics make a great learner in academia?	How important do you feel that personal reflection is in medical education?	<b>IPR</b>
	Form a prospective professional identity in medicine to begin working towards.	-What was the primary reason you chose to pursue medicine? -Physicians are often considered the leader of the medical team. What makes a good leader?	How important do you feel that personal reflection is in medical education?	<b>IPR</b>
<i>Narrative Competency Improvement</i>	Improve reflective competencies in respect to the journey through medical education.	What has been your biggest obstacle thus far in your medical school experience?	How comfortable are you currently with reflective writing?	<b>CRW</b>
	Increase narrative capacity for expressing goals, values, and conflict among peers.	- What is a personal characteristic you'd like to improve on this Fall? - In your opening letter, recall a personal characteristic you wanted to improve on. What's something you can do every day to better this personal achievement? - Recall the personal characteristic you wanted to improve on; were you able to? What challenges did you face?	How comfortable are you with starting a conversation with one of your classmates outside of your usual social circle?	<b>CSC</b>

	Develop a greater understanding of narrative medicine and its importance in medical education and practice.	Medicine can be viewed as a hobby by some. What is a hobby of yours and how might it translate to medicine?	How important do you feel that personal reflection is in medical education?	<b>IPR</b>
<i>Emotional Intelligence Development</i>	Enhance emotional attunement and empathetic proficiencies through writings with their partner.	<ul style="list-style-type: none"><li>- Recall a time someone criticized your work; what was your response and did you learn anything from that experience?</li><li>- Healthcare is full of conflict, but it's a healthy part of driving better care. Reflect about a time you had a conflict with a superior in the workplace/education. How did you resolve it?</li><li>- How has your perception of "being wrong" changed since starting medical school?</li></ul>	How comfortable are you with hearing the struggles and successes of others? How comfortable are you currently with anonymously sharing some of your struggles/successes?	<b>HSS, SSS</b>
	Improve intra-class interconnectedness and peer-peer comradery through an enhanced understanding of similarities and differences between partners.	What have you learned from your peers in medical school?	How connected do you feel to your Medical Class as a whole? How connected do you feel to your personal friends within your Medical Class?	<b>CMC, CPF</b>
	Foster a greater understanding of and yearning for emotional and mental well-being through reflection and peer-peer support.	What has your experience been like emotionally with the ScribeMD experience? Were there any powerful moments you can reflect on with your partner?	How important do you feel that personal reflection is in medical education?	<b>IPR</b>

<b>Table 12</b>	<b>Gain Component Tabulation</b>		
<b>Gain Component:</b>	<b>Participant Expectation of Gain: N=35</b>	<b>Participant Perception of Gain: N=46</b>	<b>Control Expectation of Gain: N=11</b>
Personal Introspection	2, 3, 7, 31, 34	9, 16, 26,	
Professional Introspection	1, 7, 16, 20, 34	6, 45	
Medical School Experience Processing/Reflection	1, 8, 11, 16, 17, 18, 20,	2, 7, 9, 10, 12, 13, 16, 22, 23	8, 10
Life Experience Processing/Reflection		9, 22, 26, 27	8, 10
Improved Life-Perspective	6, 9, 15	2, 4, 7, 26	
Personal Growth	15		
Open-Mindedness	15, 29		
Personal Peer Connection	2, 3, 4, 5, 6, 8, 10, 12, 14, 19, 22, 23, 27, 33, 35	1, 2, 5, 8, 10, 15, 17, 18, 21, 22, 25, 28, 29, 30, 33, 36, 39, 41, 42	1, 2, 3, 5, 11
Professional Connection		28	
Insight to Peer Experiences	2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 25, 26, 28, 31	6, 9, 16, 22, 26, 32, 35, 37, 44	3, 4, 5, 8
Comparisons of Respective Peer Experiences	2, 4, 5, 6, 13, 18, 25,	1, 3, 4, 5, 6, 7, 19, 26	5



Comparisons of Respective Peer Values	34		
Opportunity to Positively Influence	34		
Opportunity to Express Experiences/Challenges	10, 11, 14, 15, 24, 25	1, 3, 5, 8, 13, 15, 19, 20	6, 7
Confidence in Peers	17		
Improved Comfort in Sharing Experiences/Perspectives	2, 19, 28, 30	43	
Thoughtful Peer Conversations	20, 21	2, 10,	
Opportunity to Receive Peer Support	22, 28, 1	2, 12, 18, 38	
Opportunity to Provide Peer Support	1, 3, 7, 21	38	
Respect for Peers	26		
Reflective Writing Skills Improvement	32	11, 43	
Communication Skills Improvement	30, 33	11	
Insight to Extra-Personal Receptiveness	32		
Insight to Personal Communicative Process	32		
Enjoyable Anonymous Experience		1, 3, 19, 24	6
Novel Pen Pal Experience		1, 11, 13	
Genuine Human Connection		1, 2, 17, 25	7

Inspiration from Peers		2, 6	
Revealing Experience		3, 4	
Experiential Familiarity	24, 27	6, 5, 4, 3, 7, 19, 21, 24, 36	5
Altered Gender Perspectives		14	
Meditative Experience		23	
Outlet for Expression		3, 25, 34	10
Marginal Gain		31, 40	
Coping Outlet			9

Table 13	Gain Component and Theme Definitions: Glossary Terms	
Primary Theme	Secondary Theme	Gain Component:
Perspective Improvements	Self: Views and understandings of self involving introspection, which may involve personal, professional, or other components.	Personal Introspection: Examination of one's own conscious thoughts and feelings pertaining to their individual lives respective to individual goals.
		Professional Introspection: Examination of one's own conscious thoughts and feelings pertaining to their professional lives respective to individual professional goals.
	Environmental: Views and understandings of one's surroundings, usually involving more than one realm of perspective, in this case being medical school and general life outside of that realm.	Medical School Experience Processing/Reflection: Examination of one's experiences pertinent to their medical school environment.
		Life Experience Processing/Reflection: Examination of one's experiences pertinent to their life-environment outside of medical school.
	Insight: Views and understandings of the perspectives of another person; i.e. a meta-perspective.	Insight to Peer Experiences: An intuitive understanding of the experiences of their partner-peer.
		Insight to Extra-Personal Receptiveness: An intuitive understanding of how one receives and accepts the experiences of others.
		Insight to Personal Communicative Process: An intuitive understanding of one's personal communicative modalities, tendencies, and habits.
	Comparative: Views and understandings stemming from	Comparisons of Respective Peer Experiences: Examination of partner-indicated experiences in contrast or similarity to that of one's own.

	meta-perspectives which involve a direct comparison of two different understandings.	Comparisons of Respective Peer Values: Examination of partner-indicated values in contrast or similarity to that of one's own.
		Experiential Familiarity: The phenomenon of realization in which one understands clearly that their experiences are not solely held by themselves, and that others around them often have the same perceptions.
	Alternative: Views and understandings that are shifted or changed via an experience.	Improved Life-Perspective: The positive change in the understanding and perception of one's own life situation.
		Altered Gender Perspectives: The change in the understanding and perception of a certain gender.
		Respect for Peers: The change in esteem or reverence for a peer.
Community Improvements	Connective: Changes in a community that create connections between individuals and results in more cohesion.	Confidence in Peers: The change in the feeling or belief that one can rely on their peer.
		Personal Peer Connection: A unique bond between the peers on an individual level.
		Genuine Human Connection: An authentic or sincere bond created between the peers on an individual level.
	Communicative: Changes within the peer group that indicate improved exchange of ideas and influence.	Professional Connection: A medical-profession oriented bond created between the peers on an individual level.
		Thoughtful Peer Conversation: An exchange between the peers that involved consideration and attention to the conversation.
		Inspiration from Peers: A mental, emotional, or professional stimulation between the peers.

Personal Improvements	Skills: Increases in various abilities respective to the individual, in this case sharing, communication, and reflective writing.	Improved Comfort in Sharing Experiences/Perspectives: Increased ease of ability to express one's understandings or experiences to another.
		Communication Skills Improvement: Increased ease of ability to express one's self effectively.
		Reflective Writing Skills Improvement: Increased ease of ability to contemplate experiences through writing modalities.
	Qualities: Increases in various descriptors that are favorable to the indicating participant, such as perception of personal growth or open-mindedness.	Personal Growth: Improvement in personal characteristics relative and specific to the indicating participant.
		Open-Mindedness: The unprejudiced ability to consider new ideas, perspectives, etc.
Interpersonal Components	Supportive: Opportunities to provide or receive support to/from a peer.	Opportunity to Receive Peer Support: An instance to receive emotional, cognitive, or conversational assistance from their peer.
		Opportunity to Provide Peer Support: An instance to provide emotional, cognitive, or conversational assistance to their peer.
	Influential: Opportunities to provide or receive influence to/from a peer.	Opportunity to Positively Influence: An instance to create a positive change in their peer.
Intrapersonal Components	Primary: Intrapersonal components that do not require a secondary recipient or party for functionality, such as an individual coping mechanism.	Coping Outlet: An individualized modality used to effectively deal with a cognitive or emotional stress.
	Secondary: Intrapersonal components that require a	Opportunity to Express Experiences/Challenges: The method of individual therapy relying solely on the action of expressing their individual perspectives on personal occurrences to another entity.

	secondary recipient or party for functionality.	
Experiential Components	Qualitative: Views of an experience that rely on qualitative descriptors by the indicating participant.	Revealing Experience: An occurrence observed in which something new was later understood by the indicating participant.
		Novel Pen Pal Experience: An occurrence observed in comparison to other Pen Pal programs that the participant had previously indicated.
		Enjoyable Experience: A program perception that was associated with a pleasurable experience.
		Meditative Experience: A program perception that was associated with critical thought, focus, and introspection.
	Quantitative: Views of an experience that rely on quantitative descriptors by the indicating participant.	Marginal Gain: A program perception of little to no gain in any of the above mentioned or unmentioned components.