

Appendix 1 (as supplied by the authors): Student survey

A. Demographic questions:

1. What medical school do you attend?
 - a. Memorial University of Newfoundland
 - b. Dalhousie University
 - c. Université Laval
 - d. Université de Montréal
 - e. Université de Sherbrooke
 - f. McGill University
 - g. University of Ottawa
 - h. Queen's University
 - i. University of Toronto
 - j. McMaster University
 - k. Western University
 - l. Northern Ontario School of Medicine
 - m. University of Manitoba
 - n. University of Saskatchewan
 - o. University of Calgary
 - p. University of Alberta
 - q. University of British Columbia

B. The following questions are aimed at determining whether your involvement in the STARS program resulted in any curricular changes (for example, a new lecture on resource stewardship, integrating resource stewardship into problem-based learning cases etc.) at your medical school. We realize that not all STARS students targeted curricular change at their medical school as a goal, so some of these questions may not be relevant to you.

2. Based on your efforts, what level of curricular change do you think you have achieved at your school? Please select the highest level of curricular change achieved.

<multiple choice response – mandatory>

- a. None, we **never set out** to make any curricular changes at our medical school **(skip to question 6)**
- b. None – we intended to make curricular changes but are in **planning stages** or **encountered barriers**
- c. Met with curricular leads or committees and had **preliminary conversations**
- d. Established a **plan for curricular change and confirmation** to teach resource stewardship concepts in the future
- e. **Implemented curricular change** and resource stewardship was taught formally at our medical school

- f. Resource stewardship teaching was already in the curriculum, but we implemented changes to **expand the content**
 - g. No need for change - resource stewardship teaching was already fully integrated into the curriculum, so there was no opportunity for us to add anything new
 - h. Other: <narrative response>
- 3. What specific curricular changes do you think you influenced directly through your leadership? Please provide a detailed description of **each** change.

<narrative response>
- 4. What supported or enabled your efforts to introduce curricular change?

<narrative response>
- 5. What barriers, if any, did you encounter when trying to introduce curricular change?
-prompt "did you overcome these barriers, and how?"
<narrative response>

C. The following questions are aimed at determining the activities that you initiated at your medical school as part of the STARS program. For each activity that you initiated, we would like you to provide a brief description of the activity and what you think the impact of that activity was.

- 6. Did you perform a needs assessment (e.g., surveys of other students, residents or faculty?)
 - a. Yes
 - b. No, skip to question 10
- 6.1. If yes, please provide a brief description of the needs assessment that you performed (and if you are willing, please send us a copy of the survey you created):

<narrative response>
- 6.2. What was the objective of this needs assessment?

<narrative response>
- 6.3. If you distributed a survey, how many respondents did you have?

<narrative response>

7. Did you initiate a CWC student interest group?

- c. Yes – the group has already been established
- d. Yes – the group has been approved but not yet established
- e. Yes – the group is in the process of being approved
- f. No, skip to question 7

6.1. If yes, please provide a brief description of what you initiated:

<narrative response>

6.2. What was the main impact of this activity?

<narrative response>

6.3. How many students participated in or were reached by your CWC interest group activities (e.g., speakers, education events etc.)

<narrative response>

8. Did you organize a CWC campaign week (e.g., events, social media campaign)?

- g. Yes
- h. No, skip to question 8

8.1. If yes, please provide a brief description of what you organized:

<narrative response>

8.2. What was the main impact of this activity?

<narrative response>

8.3. How many students did you reach through your CWC campaign week activities?

<narrative response>

9. Did you publish anything to promote awareness about STARS or resource stewardship in a newsletter, blog or journal or students or faculty at your medical school?

- i. Yes
- j. No, skip to question 9

9.1. If yes, please provide a brief description of what you published (and send us a link to what you published):

<narrative response>

9.2. What was the main impact of this activity?

<narrative response>

9.3. Approximately how many medical students would have received or read that publication?

<narrative response>

10. Did you organize a special presentation or lecture outside of the formal curriculum to raise awareness about STARS or resource stewardship?

- k. Yes
- l. No, skip to question 11

10.1. If yes, please provide a brief description of the presentation or lecture:

<narrative response>

10.2. What was the main impact of this activity?

<narrative response>

10.3. How many students attended this special presentation or lecture?

<narrative response>

11. Did you organize a journal club outside of the formal curriculum to raise awareness about STARS or resource stewardship?

- m. Yes
- n. No, skip to question 12

11.1. If yes, please provide a brief description of the journal club that you organized:

<narrative response>

11.2. What was the main impact of this activity?

<narrative response>

11.3. How many students participated in this journal club?

<narrative response>

12. Were there other activities that you organized (not listed above) at your medical school to raise awareness about STARS or resource stewardship?

- o. Yes
- p. No, skip to question 13

12.1. If yes, please provide a brief description of the activity:

<narrative response>

12.2. What was the main impact of this activity?

<narrative response>

12.3. How many students participated in this activity (if relevant)?

<narrative response>

D. The following questions are aimed at determining whether specific elements of the STARS program were helpful in supporting you to achieve your goals. Please use the following 5-point scale to rate each of the STARS program elements:

1 = not helpful at all; 2 = minimally helpful; 3=somewhat helpful; 4=helpful; 5=critical to my success; not applicable (unable to comment because I did not utilize this resource)

13. STARS leadership summit

1 2 3 4 5

13.1 In what way(s) did you find the STARS leadership summit to be helpful? Please provide specific examples if possible.

<narrative response>

13.2 Were there any ways in which the STARS leadership summit was not helpful? Please provide specific examples if possible.

<narrative response>

14. STARS shared Google Doc

1 2 3 4 5 N/A (did not use)

14.1 In what way(s) did you find the STARS shared Google Doc to be helpful? Please provide specific examples if possible.

<narrative response>

14.2 Why didn't you use the Google Doc, why? *or* If you did not find the Google Doc helpful, why? Please provide specific details.

<narrative response>

15. STARS Facebook group

1	2	3	4	5	N/A (did not use)
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15.1 In what way(s) did you find the STARS Facebook Group to be helpful? Please provide specific examples if possible.

<narrative response>

15.2 Why didn't you visit the STARS Facebook Group? *or* If you did not find the STARS Facebook Group helpful, why? Please provide specific details.

<narrative response>

16. STARS community of practice (i.e., seeking advice from other STARS students, sharing resources)

1	2	3	4	5	N/A (did not engage)
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16.1 In what way(s) did you find the STARS student community of practice to be helpful? Please provide specific examples if possible.

<narrative response>

16.2 Why didn't you interact with the STARS community of practice? *or* If you did not find interactions with the STARS community of practice helpful, why? Please provide specific details.

<narrative response>

17. Impromptu meetings with CWC leaders and/or other STARS student leaders at provincial / national meetings (i.e. Canadian Conference on Medical Education)

1	2	3	4	5	N/A (did not meet)
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17.1 In what way(s) did you find impromptu meetings with CWC leaders and/or other STARS student leaders at provincial / national meetings to be helpful? Please provide specific examples if possible.

<narrative response>

17.2 If you attended an impromptu meeting and did not find it to be helpful, why? Please provide specific details.

<narrative response>

18. Conference calls with CWC leaders and other STARS student leaders

1	2	3	4	5	N/A (did not attend call)
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18.1 In what way(s) did you find the conference calls to be helpful? Please provide specific examples if possible.

<narrative response>

18.2 Why didn't you attend the conference calls? or If you did not find the conference calls helpful, why? Please provide specific details.

<narrative response>

19. Local faculty mentor

1	2	3	4	5	N/A (did not have a mentor)
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19.1 In what way(s) did your local faculty mentor help you? Please provide specific examples if possible.

<narrative response>

19.2 If you did not have a local faculty mentor, why? or If you did not find having a local faculty mentor helpful, why? Please provide specific details.

<narrative response>

20. Local team of other students and/or residents (other than the other STARS student leader)

1	2	3	4	5	N/A (did not interact with others)
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20.1 In what way(s) did this local team of students and/or residents help you? Please provide specific examples if possible.

<narrative response>

20.2 If you did not have a local team of students and/or other residents working with you, why? or If you did not find interacting and/or working with a local team of other students and/or residents helpful, why? Please provide specific details.

<narrative response>

21. Medical school leadership (e.g., Dean, department chairs etc.)

1	2	3	4	5	N/A (did not interact)
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21.1 In what way(s) did the medical school leadership help you? Please provide specific examples if possible.

<narrative response>

21.2 If you did not interact with your medical school leadership, why? If you did not find your medical school leadership helpful, why? Please provide specific examples if possible.

<narrative response>

22. National or provincial student associations (i.e., CFMS or FMEQ).

1

2

3

4

5

22.1 In what way(s) did the national or provincial student association (CFMS or FMEQ) help you? Please provide specific examples if possible.

<narrative response>

22.2 If you did not interact with the national or provincial student associations, why? or If you did not find the interactions with the national or provincial student associations helpful, why? Please provide specific examples if possible.

<narrative response>

E. The following questions are aimed at determining factors that enabled your success, as well as barriers that you faced in trying to initiate change at your medical school.

23. Were you able to secure any external support, funding, resources or other infrastructure to support your STARS activities?

<narrative response>

24. Overall, were there barriers that you encountered that limited your ability to achieve your goals as part of the STARS program? Please provide details.

- "If so, how did you overcome these barriers?"

<narrative response>

25. Have you identified students to carry on STARS program at your school? Can you provide their name and contact information?

26. Do you have any additional suggestions or comments about how to improve the STARS program?

<narrative response>

27. In what way has the STARS program influenced you personally?

< narrative response>

Probe: can you provide an example?

<ask each student specifically>