

Table 1: *Dealing with one's being a doctor within the framework of a university seminar*

| Student designations   | Medical teaching focus for use in<br><i>LET ME...keep you real!</i> |   |
|--|---|---|
|  | Grouping of Codes as...   | Codes   |
| ...the <b>attitude triggered</b> by the seminar (at least in-vivo) | Reflexive und self-reflexive earning process                        | "seeing the whole",<br>"going into depth",<br>"stepping out of one's own perspective",<br>"philosophical approach",<br>"creative written presentation",<br>"dealing with questions that can stay with you your whole life",<br>"switching between personal and abstract perspectives",<br>"professionalism".<br><br>"depth",<br>"meta-view",<br>"nice change",<br>"stimulating",<br>"alienating", |
| ...of a <b>behavioral effect</b> (in-vivo)                         | practiced meta-view   | "waste of time",<br>"balancing act between medicine and society",<br>"woven into a 'broad fabric'",<br>"recognition of 'diversity'",<br>"security",<br>"finding a compromise".  |
| ...of a <b>desired thematic focus</b>                              | meta-levels of being a doctor                                       | "meta-levels of medicine",<br>own ideals,<br>historical developments,<br>balance between work and private life,<br>different conceptions of social roles,<br>medical error culture,<br>doctor-patient relationship,<br>own biography,<br>"concretize role as doctor in the future"  |

| Medical teaching focus for use in<br><i>LET ME...keep you real!</i>   |                                      |  |
|---|--------------------------------------|--|
| Student designations  | Grouping of Codes as...              | Codes  |
| ...of a characteristic of a (self-)reflexive <b>ability</b> (In-vivo) | 1 Questioning and doubting           | Stepping out of your “comfort zone”,<br>“no black and white”,<br>“opinions”,<br>“feelings”,<br>“a little bit of socialization”,<br>“unsettling”.   |
|   | 2 Recognizing relevant perspectives  | “different view”,<br>“role models”,<br>“shocking” negative examples,<br>“various models”,<br>“mirror”,<br>“realistic”,<br>“generation gap”,<br>effect on “normal level”,<br>outside the “little bubble”,<br>“from all sides” |
|   | 3 Classifying viewpoints             | “a little distance” to yourself,<br>“Do I want that?”,<br>“Is that who I am?”,<br>feeling of “getting to the point”,<br>“vague” things,<br>“face up to uncertainties”.   |
|   | 4 Mainaining communal exchanges      | “not alone with fears and worries”,<br>“talk about it”,<br>“others feel the same”,<br>inspire “confidence”.  |
|   | 5 Deciding on a (different) position | “new approach”,<br>morally “appropriate personal perspective”,<br>“appropriate way” of switching perspective,<br>awareness of the<br>“fundamental question”.   |

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|---|---|--|
| Student designations  | Grouping of Codes as...                 | Codes  |
| ...of guiding an ability in <b>the seminar</b> through              | 1 Questioning and doubting              | Emphasize meaningfulness,<br>Allow dissatisfaction,<br>Discuss “incidentals”,<br>Discuss uncertainties,<br>Discuss weaknesses,<br>Discuss erroneous decisions,<br>Death of patients as a<br>borderline situation |
|   | 2 Recognizing relevant perspectives     | As heterogeneous as possible<br>discussion group,<br>Formulate an opinion,<br>Highlighting similarities and<br>differences,<br>Remain unbiased   |
|   | 3 Classifying viewpoints                | Moderator with summarizing<br>“meta-position”,<br>Open discussions,<br>Plan individual times,<br>Oral expression,<br>Opportunity for written<br>expression,<br>Creative input on own<br>situation in life        |
|   | 4 Maintaining communal exchanges        | Cast experiences and<br>sensations “into the room”,<br>Acceptance of other opinions,<br>Connecting contributions<br>consistently,<br>Forced questions,<br>Voluntary participation                                |
|   | 5 Deciding on a<br>(different) position | Formulate important<br>questions,<br>Identify important situations<br>and the “appropriate way” to<br>(self-)reflect   |
| Medical teaching focus for use in<br><i>LET ME...keep you real!</i> |   |  |
| Student designations  |   |  |

|   | Grouping of Codes as...                 | Codes  |
|---|---|--|
| ...of the <b>inhibiting</b> of training<br>in the seminar through | 1 Questioning and<br>doubting           | unresolved uncertainty,<br>too little self-motivation,<br>unpleasant atmosphere<br>Hierarchical thinking |
|   | 2 Recognizing relevant<br>perspectives  | too big a group,<br>unresolved "pressure to<br>argue"  |
|   | 3 Classifying viewpoints                | time bottlenecks   |
|   | 4 Maintaining communal<br>exchanges     | neglecting questions,<br>avoiding topics,<br>authorities   |
|   | 5 Deciding on a<br>(different) position | discussion without result  |

**Note.** Analytical steps of breaking up the data. Medical student perspective on the benefits of a seminar like *LET ME...keep you real!* with regard to the examination of one's being a doctor