

Additional file 1: Interview guide for medical students focus group

This predefined guide interview was used by the two moderators (LB and BV) during the focus group with the medical students. It provided a precise framework for the 110 minutes. Each theme was associated with a discussion time to be respected.

Theme	Questions										
Focus group introduction (10 minutes)	● Explanation of the aim of the focus group ● Description of the focus group process (i.e., how the focus group will be conducted) ● Signing of informed consent forms ● Questionnaire										
Activities (90 minutes)	<table> <tr> <td>10 minutes</td><td> ● Presentation of each participant and explanation of their motivation </td></tr> <tr> <td>10 minutes</td><td> ● Students' needs to be healthy and succeed </td></tr> <tr> <td>20 minutes</td><td> ● Students' expectations regarding stress, sleep and physical activity ● Specific needs and challenges related to each of these health behaviors ● Specific expectations regarding support and potential solutions </td></tr> <tr> <td>20 minutes</td><td> ● Understanding the use of the University Health Services ● Obstacles to its use? ● Opinion and ideas about the institution (faculty) ● How could the existing tools be modified or improved? </td></tr> <tr> <td>30 minutes</td><td> ● Overview of the different PROMESS modules ● Questions about the module structure - Is it relevant to complete all three modules? - Should the meeting be conducted via video conference or in person? - Who should lead the meeting (peers, expert coaches, research team members, etc.)? ● What barriers and facilitators do students encounter when participating in these modules? </td></tr> </table>	10 minutes	● Presentation of each participant and explanation of their motivation	10 minutes	● Students' needs to be healthy and succeed	20 minutes	● Students' expectations regarding stress, sleep and physical activity ● Specific needs and challenges related to each of these health behaviors ● Specific expectations regarding support and potential solutions	20 minutes	● Understanding the use of the University Health Services ● Obstacles to its use? ● Opinion and ideas about the institution (faculty) ● How could the existing tools be modified or improved?	30 minutes	● Overview of the different PROMESS modules ● Questions about the module structure - Is it relevant to complete all three modules? - Should the meeting be conducted via video conference or in person? - Who should lead the meeting (peers, expert coaches, research team members, etc.)? ● What barriers and facilitators do students encounter when participating in these modules?
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Summary of activities (10 minutes)	● Most important ideas ● Explanations of the following workshop and selection of volunteers										

Additional file 2: Interview guide for university staff members focus group

This predefined guide interview was used by the two moderators (LB and BV) during the focus group with the university staff members. It provided a precise framework for 115 minutes. Each theme was associated with a discussion time to be respected.

Theme	Questions										
Focus group introduction (10 minutes)	● Explanation of the aim of the focus group ● Description of the focus group process (i.e., how the focus group will be conducted) ● Signing of informed consent forms ● Questionnaire										
Activities (95 minutes)	<table> <tr> <td>10 minutes</td><td> ● Personal presentation of each participant and motivations for participating </td></tr> <tr> <td>10-15 minutes</td><td> ● Identification of the available resources for addressing student health issues at the university </td></tr> <tr> <td>20-25 minutes</td><td> ● Evaluation and identification of the barriers encounter for students ● Identifying of students' need to maintain health and achieve academic success: 1. Overall/general needs 2. Specifics needs related to stress, sleep, physical activity </td></tr> <tr> <td>30 minutes</td><td> ● How could existing tools and resources be adapted or improved to better meet students' need? ● What roles should different stakeholders play, and how, where, and when should these actions be implemented? </td></tr> <tr> <td>25 minutes</td><td> ● Overview of the different PROMESS modules ● Questions about the module structure - Is it relevant to complete all three modules? - Should the meeting be conducted via video conference or in person? - Who should lead the meeting (peers, expert coaches, research team members, etc.)? ● What barriers and facilitators do students encounter when participating in these modules? </td></tr> </table>	10 minutes	● Personal presentation of each participant and motivations for participating	10-15 minutes	● Identification of the available resources for addressing student health issues at the university	20-25 minutes	● Evaluation and identification of the barriers encounter for students ● Identifying of students' need to maintain health and achieve academic success: 1. Overall/general needs 2. Specifics needs related to stress, sleep, physical activity	30 minutes	● How could existing tools and resources be adapted or improved to better meet students' need? ● What roles should different stakeholders play, and how, where, and when should these actions be implemented?	25 minutes	● Overview of the different PROMESS modules ● Questions about the module structure - Is it relevant to complete all three modules? - Should the meeting be conducted via video conference or in person? - Who should lead the meeting (peers, expert coaches, research team members, etc.)? ● What barriers and facilitators do students encounter when participating in these modules?
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Summary of activities (10 minutes)	● Most important ideas ● Explanations of the workshop and selection of volunteers										

Additional file 3: Participants' characteristics

Participants' characteristic to the students' focus group.

Eleven participants (8 females, 3 males) completed a questionnaire containing their age and gender. This table summarizes the data collected.

Participant	Age	Gender
S1	24	M
S2	21	F
S3	29	F
S4	21	F
S5	21	M
S6	22	F
S7	22	F
S8	22	F
S9	22	F
S10	22	M
S11	22	F

Participants' characteristics to the university staff members' focus group.

Five participants (3 females, 2 males) completed a questionnaire containing the following information: age, gender, level of education after baccalaureate, occupation, length of professional experience. Participants answered this short survey at the beginning of the focus group. This table summarizes the data collected.

Participant	Age	Gender	Level of study (Bac+)	Profession	Length of professional experience (in years)
P1	29	M	3	Nurse	5
P2	31	F	5	Nurse	9
P3	32	F	10	Researcher	2
P4	28	M	10	Graduated medical student	4
P5	42	F	10	General doctor	13

Additional file 4: Interview guide for the co-construction workshop

This predefined guide interview was used by the two moderators (LB and BV) during the co-construction workshop. It provided a precise framework for the 125 minutes. Each theme was associated with a discussion time to be respected.

Theme	Questions
Presentation (5 minutes)	● Explanation of the aim of the co-construction workshop ● Description of the workshop process (i.e., how the workshop group will be conducted) ● Questionnaire ● Presentation of each participant and explanation of their motivation
Feedback on focus group themes (10 minutes)	● Synthesize and discuss the main ideas emerging from the two focus groups ● Establish connections between the findings of the two focus groups
Student recruitment (10 minutes)	● Provide information about the presentation of PROMESS program during the back-to-school meeting (in September)? ● If no participation occurs during the back-to-school presentation: - What form should the reminder take? - How should re-recruitment, re-information, and the opportunity to participate in the study until early November be conducted? ● What methods should be used to inform students? Should student associations be involved? Are there other suggestions? ● How many students do you estimate would be willing to participate in the study?
Nutrition (5 minutes)	● Is food an essential topic to address? YES / NO If YES, how should it be incorporated: in which module and in what format?
Expert modality (15 minutes)	● If students wish to receive support (= the PROMESS program), who would they prefer do be accompanied by? - University Health Department - Medical interns - Researchers - Coach (module expert) - Other (if yes, who?) ● If students wish to be supported by multiple individuals, who would they choose? How many people? What roles would each person play, and how would they contribute during the intervention?
Implementation (15 minutes)	● Timeline to implement the intervention (= PROMESS program): - In which academic year do students prefer/wish to be accompanied? - During which period of the academic year is the intervention likely to be most beneficial or relevant for students? - When during the academic year are students most available to participate in the intervention? - At which times during the academic year would students prefer to be accompanied?

**Modules presentation
(50 minutes)**

- **Outcomes**

Performance

- In your opinion, what is/are the best marker(s) of student performance?
- What do you think is the most effective way to measure these markers?
 - Objective and Structured Clinical Examination
 - Mid-term exams marks
 - Other (if so, please elaborate)
- According to the research team, academic performance (official marks obtained during the 2023-2024 academic year) and the general sense of efficacy scale (a 10-item psychometric scale designed to assess positive beliefs in coping with various life challenges) are the best markers. What is your opinion on this?

Quality of life

- In your opinion, what is/are the best marker(s) of quality of life?
- What do you think is the best way to measure this (or theses) marker(s) of quality of life?
- According to the research team, VAS quality of life (how would you describe your quality of life? From “as bad as possible” to “as good as possible”), VAS resources (how would you rate your level of resources to manage your studies properly? From “zero” to “maximum”), VAS confidence (what is your level of self-confidence? from "zero" to "maximum") are the best markers. What is your opinion on this?

- **Presentation of questionnaires**

STRESS: Perceived Stress Scale (measures stress level)

SLEEP: Pittsburgh Sleep Questionnaire Index (measures level of sleep disorders)

PHYSICAL ACTIVITY: Global Physical Activity Questionnaire and Recent Physical Activity Questionnaire (measures level of physical activity and sedentary lifestyle).

- ➔ Do you believe students would have sufficient time to complete these questionnaires?

- **Presentation of objectives data**

STRESS: Hexoskin jacket

SLEEP / PHYSICAL ACTIVITY: accelerometers

- ➔ Do you think students would be agree to wear these accelerometers for three weeks prior to starting the intervention (i.e., the PROMESS program)? Is it achievable and feasible for them?
- ➔ Do you think students would be agree to wear the Hexoskin jacket for three weeks prior to starting the intervention (i.e., the PROMESS program)? If not, what duration of wear?
- ➔ To assess the physiological effects of the physical activity intervention, we may consider conducting physical tests. Do you think students would be motivated to participate in these tests?

- **Intervention**

Presentation of modules

Each module consists of three sessions, with a description of the structure and format of each session.

- ➔ Do you believe it is necessary to formalize a contract that commits students to achieving the objectives?
- ➔ In your opinion, how should the coach respond if a student expresses an emotional state that the coach feels requires the intervention of a professional?

Pre-established list of advices

Allow time (10 minutes) to review the advice and assess whether each piece of advice has been implemented.

	➔ Based on these lists of advice, please indicate whether you believe the advice is unfeasible, somewhat feasible, or feasible for a medical student. Discussion of the advice (e.g., unclear wording, unsuitable recommendations, or irrelevant advice) ➔ Do you have any other advice to suggest? ➔ After the presentation of the intervention, do you believe that the performance and quality of life measures you previously considered appropriate remain relevant? ➔ After the presentation of the intervention, how many students do you estimate would volunteer to participate in the study?
Continuation of the co-construction process (10 minutes)	➔ If another co-construction workshop were to take place, when would you be available? ➔ If another co-construction workshop is held, what new issues do you believe should be addressed? ➔ Do you think it would be beneficial to include additional stakeholders? ➔ If YES, which stakeholders would you suggest?
Impact of participation in the study (5 minutes)	➔ Has your participation in the PROMESS study influenced your perspective or behavior? ➔ Are you satisfied with the co-construction process? ➔ Have you identified any ways to improve the co-construction process?

Additional file 5: Satisfaction survey

This questionnaire was filled in by five students (all female) two months after their active participation of one or two modules of the PROMESS program (7 female, 1 male).

A) ORGANIZATION	
1.	Which module did you participate in? ☐ Stress ☐ Sleep ☐ Physical activity
2.	How many sessions have you done? ☐ 1 ☐ 2 ☐ 3
3.	Who guided most of the sessions? ☐ An intern only ☐ A research team member only ☐ A research team member and an intern
4.	Was the general organisation of the sessions appropriate? ☐ Very well adapted ☐ Well adapted ☐ Adapted ☐ Not very adapted ☐ Not at all adapted Why?
5.	Was the timing of the sessions during the day appropriate? ☐ Very well adapted ☐ Well adapted ☐ Adapted ☐ Not very adapted ☐ Not at all adapted Why?
6.	Was the time between each session sufficient to implement the proposed actions? ☐ Very well adapted ☐ Well adapted ☐ Adapted ☐ Not very adapted ☐ Not at all adapted Why?

B) PRE-INTERVENTION MEASURES	
1.	We've used mid-term grades to measure your performance . Do you think this marker is relevant ? ☐ YES ☐ NO Why? Do you have any suggestions?
2.	We used a questionnaire to measure quality of life . Do you think this marker is relevant ? ☐ YES ☐ NO Why? Do you have any suggestions?

C) MODULES RELEVANCE	
1.	In the module you have completed, have you found the sessions to be generally appropriate? ☐ Very well appropriate ☐ Very appropriate ☐ Appropriate ☐ Not very appropriate ☐ Not at all appropriate Why?
2.	Did the measurements help you to become more aware of your behavior? ☐ YES ☐ NO
3.	Did you find the advice relevant? ☐ YES ☐ NO If not, why not?
4.	Were the advice applicable? ☐ Very well applicable ☐ Very applicable ☐ Moderately applicable ☐ Not very applicable ☐ Not at all applicable Why not?

D) EXPERT	
1.	Depending on the module, you were in contact with a different expert. Were you satisfied with your relationship with this expert? ☐ Very satisfied ☐ Satisfied ☐ Moderately satisfied ☐ Not very satisfied ☐ Not satisfied Why not?
2.	Did you feel comfortable and listened to? ☐ YES ☐ NO
3.	Do you have any comments on the choice of expert?
4.	The advice given was individualized. What do you think?
5.	Do you feel that the testimony of an intern is essential during the procedure? ☐ YES ☐ NO, Why?

E) RESULTS	
1.	Did the advice you gave make a difference? ☐ From the first session ☐ From the 2nd session ☐ From the 3rd session ☐ No difference felt
2.	Has the advice changed the way you feel about stress? ☐ YES ☐ NO

3.	Has the advice changed the quality of your sleep? ☐ YES ☐ NO
4.	Has the advice changed the quantity/quality of physical activity you do? ☐ YES ☐ NO
5.	Have the sessions with an expert given you more motivation to implement these actions? ☐ YES ☐ NO
6.	Overall, do you think that you regularly implement the proposed advice? ☐ YES ☐ NO Why? ☐ No time ☐ No motivation ☐ I don't feel I'm seeing any change ☐ Other, please specify:

F) INTERVENTION	
1.	In general, were you satisfied with this intervention? ☐ Extremely satisfied ☐ Satisfied ☐ Moderately satisfied ☐ Not very satisfied ☐ Not at all satisfied
2.	Do you think the behaviors you have adopted will last? ☐ YES ☐ NO If not, why not?
3.	Do you think this intervention can improve your performance? ☐ YES ☐ NO
4.	Do you think this intervention can improve your quality of life? ☐ YES ☐ NO
5.	Would you recommend this intervention to other students? ☐ YES ☐ NO
6.	Are you thinking of any improvements for this intervention?

G) MENTALITY	
1.	Do you think that the intervention and the whole construction process have changed your view of well-being? ☐ YES, Why? ☐ NO, Why?
2.	Did the intervention raise your awareness? ☐ YES, Why? ☐ NO, Why?
3.	Have you seen any changes in other behaviors? ☐ YES Which ones? ☐ NO

Additional file 6: COREQ grid

COREQ (COnsolidated criteria for REporting Qualitative research) Checklist

A checklist of items that should be included in reports of qualitative research. You must report the page number in your manuscript where you consider each of the items listed in this checklist. If you have not included this information, either revise your manuscript accordingly before submitting or note N/A.

Topic	Item No.	Guide Questions/Description	Reported on Page No.
Domain 1: Research team and reflexivity			
<i>Personal characteristics</i>			
Interviewer/facilitator	1	Which author/s conducted the interview or focus group?	P6
Credentials	2	What were the researcher's credentials? E.g. PhD, MD	P28
Occupation	3	What was their occupation at the time of the study?	P28
Gender	4	Were the researcher male or female?	P28
Experience and training	5	What experience or training did the researcher have?	P6; P9;
<i>Relationship with participants</i>			
Relationship established	6	Was a relationship established prior to study commencement?	P6
Participant knowledge of the interviewer	7	What did the participants know about the researcher? e.g. personal goals, reasons for doing the research	P6
Interviewer characteristics	8	What characteristics were reported about the interviewer/facilitator? e.g. Bias, assumptions, reasons and interests in the research topic	P6
Domain 2: Study design			
<i>Theoretical framework</i>			
Methodological orientation and Theory	9	What methodological orientation was stated to underpin the study? e.g. grounded theory, discourse analysis, ethnography, phenomenology, content analysis	P6-9
<i>Participant selection</i>			
Sampling	10	How were participants selected? e.g. purposive, convenience, consecutive, snowball	P7
Method of approach	11	How were participants approached? e.g. face-to-face, telephone, mail, email	P7
Sample size	12	How many participants were in the study?	P7; P8; additional file 3
Non-participation	13	How many people refused to participate or dropped out? Reasons?	P7; P8
<i>Setting</i>			
Setting of data collection	14	Where was the data collected? e.g. home, clinic, workplace	P6
Presence of non-participants	15	Was anyone else present besides the participants and researchers?	P6; P10
Description of sample	16	What are the important characteristics of the sample? e.g. demographic data, date	P6; P7 additional file 3
<i>Data collection</i>			
Interview guide	17	Were questions, prompts, guides provided by the authors? Was its pilot tested?	P6; additional files 1 & 2
Repeat interviews	18	Were repeat interviews carried out? If yes, how many?	NA

Audio/visual recording	19	Did the research use audio or visual recording to collect the data?	P7; P9
Field notes	20	Were field notes made during and/or after the interview or focus group?	P6
Duration	21	What was the duration of the inter views or focus group?	P7; additional files 1 & 2
Data saturation	22	Was data saturation discussed?	P26
Transcripts returned	23	Were transcripts returned to participants for comment and/or correction?	P9
Domain 3: Analysis and findings			
<i>Data analysis</i>			
Number of data coders	24	How many data coders coded the data?	P9
Description of the coding tree	25	Did authors provide a description of the coding tree?	P9; P20
Derivation of themes	26	Were themes identified in advance or derived from the data?	P9
Software	27	What software, if applicable, was used to manage the data?	P9
Participant checking	28	Did participants provide feedback on the findings?	P9
<i>Reporting</i>			
Quotations presented	29	Were participant quotations presented to illustrate the themes/findings? Was each quotation identified? e.g. participant number	P10-P18
Data and findings consistent	30	Was there consistency between the data presented and the findings?	P10-P18
Clarity of major themes	31	Were major themes clearly presented in the findings?	P10-P18; P20
Clarity of minor themes	32	Is there a description of diverse cases or discussion of minor themes?	P10-P18; P20

Developed from: Tong A, Sainsbury P, Craig J. Consolidated criteria for reporting qualitative research (COREQ): a 32-item checklist for interviews and focus groups. *International Journal for Quality in Health Care*. 2007. Volume 19, Number 6: pp. 349 – 357

Once you have completed this checklist, please save a copy and upload it as part of your submission. DO NOT include this checklist as part of the main manuscript document. It must be uploaded as a separate file.