Appendix 1. Example Incidents

Theme 1. Manipulation for better specialty choice and work life balance

Their attitudes are totally different depending on if it's a professor or a teaching assistant. (S12)

There's no one I can open my heart and talk about anything with. Soulmates don't exist and there's no companionship. I've never even seen bullying or actual fights. Ever. (S9)

PBL? I try my best not to look stupid ... actually, there's a computer in the PBL room and I can find the file before PBL starts. We check it out in advance. To see what's in there. It's really frustrating and hard when professors keep nitpicking us and we think 'Gosh, what am I doing here?' ... so, everyone has a goal to find the answers in advance and give them just right to suit the professors' tastes just like a fixed scenario and just get things over and done with as fast as possible. (S6)

If a certain professor likes questions, we take turns to ask questions, no matter what ... When we feel like our images are about to get damaged, we're all like "let's suck it up and ask questions" ... LOL like ... other than that, we say, "let's try to not ask questions". (S12)

There's this guy in our class who is really irresponsible ... never follows certain rules, if he doesn't like something, he says so, breaks our rules, does whatever he wants ... contacts professors directly. (S6)

Someone went online during a test and checked out something. After all, at that time, the person who we thought was cheating came out in person and apologized publicly. But similar things happened again ... so our classmates fought with each other about that and had an argument ... We recently decided to give a punishment to a [cheating] student ourselves. The penalty is not being able to take an exam in one subject so that their grades will come out low ... that students won't [be able to] study at all before the test. (S8)

Theme 2. Uncontrolled rifts in interpersonal relationships between peers

He hysterically stormed out of the classroom ... Suddenly he went to his roommate and kneeled in front of him begging him not to hit him or hurt him. It all happened in the corridor. His roommate wasn't a bad guy. He was just a little tough ... There's a professor who pushed hard during PBL. The guy [who was yelling] had hard time too. So he recently had another attack. (S11)

One guy in my peer group has schizophrenia. He got really mad and he put it all on a girl, and backed her up against a wall. She was really hurt ... We were told to take care of this guy during the clerkship round. We heard it continuously from every department we visited. It was kind of hard because it's hectic during clerkship. Everything's new and it's almost impossible to take care of ourselves. (S9)

This is the way we relieve academic stress here. Once somebody does something wrong, people make rumors and attack them. And then it moves to the next person ... I see it as people always gossip about somebody doing something. When something happens, everyone knows about it the next day. But sometimes, the rumors get exaggerated ... (S2)

Now it's not playing pool or cards but playing [online] games. Games are advantageous, especially to guys ... Juniors can interact with scary seniors through games ... Some people become close and interact with each other simply because of these games. I don't think we can just consider games as addictive and dangerous. (S9)

I've heard that every school has SNS groups, and they divide and fight with each other ... SNS is built on anonymity ... So you can slander other people by mimicking them ... they make incredibly surprising plans [to slander other people]." (S1)

They fought during clinical rotations ... and ... pushed each other. But that ... one of the seniors in the fight's husband was a lawyer. So ... she was going to sue the other person ... they drew up a legal complaint. (S7)

Theme 3. Hidden resentment towards dependent hierarchical relationships

We couldn't sit against the back of the chair ... seniors made us close our eyes ... there was no violence, but they made a scary atmosphere ... it was really terrifying. (S1)

I was originally a bit opinionated, I enjoyed speaking up and liked to get involved in the decision-making process, but it gradually became impossible ... I've got a close classmate who tells me 'Don't come out front and speak like that.' That made me a bit intimidated. (S7)

We had an event called a 'greeting ceremony' and we told freshmen to wear suits. It's like a tradition and I followed it when I was freshman and I felt there was nothing wrong with it ... But the professor probably thought that it was really oppressive. I don't really understand ... But now I just have to follow the professor's opinion ... he doesn't really listen to
I was a little bit too scared to see a professor to ask something. Of course, he would be nice ... I remember the time when I got really scolded by a professor. I did my best to prepare but couldn't answer a single question that the professor asked. I felt really ashamed. (S13)

The residents are mostly difficult ... They're like gods ... it's really hard to ask them anything ... we often get scolded when we go home without permission or act without getting confirmation. (S13)

The professor and I really have different personalities. One of my preceptors was really rough and his words were rough, too. We had dinner at a restaurant. He asked for a paper cup for ash and smoked in a no smoking area. He bragged about himself and ignored [others]. (S10)

I sent a message to him [a professor] at 9:30 PM about the time of morning rounds. In the reply, he scolded me a lot telling me it was not polite to send a message at that late hour ... You can check text messages whenever you're available. So, I didn't really think it was rude. I'm not so sure 9:30 PM was such a late hour ... When I told my peers this story, everyone was like, 'Is 9:30 PM that late?' (S9)

Theme 4. No hesitation to speak up about gender issues (or gender inequality)

I didn't really use to empathize with gender issues. I've never experienced any of that. Now, I feel them more than any other time. A lot of departments want to hire men. Recently, one of the residents in my internal medicine department ran away. And a male resident also did so in another department. When a woman runs away, it's because she's a woman. But when a man does it, it's because the work is hard ... I think a lot of times that I wish these stereotypes would disappear. (S6)

Two students were in a relationship and there was a rumor that the girl got caught by a night guard while having sex with another man at school ... but the rumor is really not accurate. They were together in a room, but the rumor spread through the entire class group, residents and professors. But the girl was mostly the only one who was talked about ... (Women) are always the weak one. (S7)

I hear guys complaining that they're the victims of reverse discrimination. For example, interns and residents call their juniors out when they have days-off. Then usually male students are the ones who get that call. They [have to] go there and drink a lot even if they don't want to. But that's not women's fault. But guys think that they have serious a disadvantage and often say that they'll get it compensated when they start [working] in hospital. (S6)

We have to make calls to the seniors before a club meeting. Someone says 'I only want a woman to call me.' Another says 'I want to sit next to a woman.' These seniors get drunk and become touch-feely like [putting an arm] around a shoulder. Even male students are really upset about it, too. But there are some who don’t care. For example, a male student said 'I've had too many drinks with that senior so you go ahead and sit next to him for a while.' That student didn't think that the female student might be a bit offended. He just wanted to share the load. (S6)

The friend whom I like ... she is quite interested in feminism. She read a lot about feminism and joined something like a human rights club outside. (S7)

In many cases, men mostly do hard work. I'm a member of an orchestra club and we have a lot of physical work such as setting up a stage in advance or moving musical instruments. So, men have no choice but to work more. (S6)

A friend of mine was about to move up to the third year and said so in front of a professor. And he [the professor] said, 'in our time, women in third grade were considered to be almost menopausal. Third year female students were menopausal.' At that time, we talked with each other about how a word like menopause could be used in such way. (S7)

Women and men drank together at a school club party, and a girl got too drunk and a male student walked her out ... and in the meantime, it was said that she was 'forced', I mean, had intercourse. She wanted to push it to court but [in the end] settled it with the man ... one female senior told us, 'women should learn how to control themselves at a drinking party. No matter what, that's the women's responsibility.' (S4)