**Appendix. Codebook**

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| Code | Description | Example |
| Sources of Stress - Academic – Reduced Lab | Student describes sources of stress related to limited in-person lab opportunities and/or the perception of being less prepared for hands-on skills | “The lab and being comfortable with performing that stuff on patients that has my stress a little bit over the top, um, just because I don't feel comfortable even being on a Zoom, knowing that I know this stuff, but not having that professor right there to be like, "Oh, that's okay. That's not right. Please don't do that."…It has me a little stressed out. Um, so it's nice that we don't have clinicals in the fall anymore because I would not feel ready to go to the clinic with the stuff that we were to have learned this semester.” (S2, Y1) |
| Sources of Stress - Academic – Transition to Online Learning | Student references sources of stress related to the transition to online learning (e.g. students and faculty learning the technology; volume of assigned work and communications; inability to focus; environmental distractions; rapidly changing schedules, etc.) | “The last two weeks have been pretty stressful because um, like obviously our professors didn't expect this either. They have been really prepared and they've like done really well to like accommodate to us, but right away they threw a lot of things at us, and like that's I mean we were trying to figure out how to work Zoom and all of that so, that yeah, was very, very stressful to the point where I just wanted to lay in bed and not do anything.” (S10, Y2) |
| Sources of Stress - Personal – Health of Self and Others | Student references stress related to concerns about personal health or the health of others | “Um, I think my worry about my family, my mom is immunosuppressed. And so, I was worried. I wasn't with her, and she wasn't really taking it seriously. And so, being able to come home and kind of, (laughs)... You can't monitor my mom, but be able to be like, "Hey, just be careful with..." You know, go into the store. Maybe dad goes. Or, "Wash your hands more.” And just being able to spend that time with her, not knowing what's gonna happen, was nice.” (S8, Y1) |
| Sources of Stress - Personal – Relationships and Isolation | Student expresses personal sources of stress related to relationships, support system, isolation, etc. | “Well, I guess I can say that that's probably the big one for right now but stress is probably also coming in a lack of seeing my family members and those that I hold close to me, um, is probably not helping any of the other stressors that are coming through. Um, with the need to stay quarantined and more sheltered, um, I haven't been able to see my family quite as much and I've got a long-term relationship that maybe has been suffering a little bit because of not being able to see one another as readily and as in the capacity that we would like to.” (S15, Y2) |
| Sources of Stress - Personal – Living Situation | Student references personal sources of stress related to living situation or housing changes | “Um, and then also trying to adapt back to living at home and in a full house again, instead of just seeing my family once in a while. It's... we're back to every day.” (S20, Y3) |
| Sources of Stress - Financial | Student references sources of stress related to financial concerns (e.g. reduced hours, loss of a current job, or finding a PT position in the future) | “I would say I'm more aware of the financial stress (laughs). Just because I know I'm going to have to be paying off the loans basically now (laughs). So there's that, and then with COVID kind of contributing to a slower job market and a lot financial stress…” (S23, Y3) |
| Sources of Stress - Uncertainty - Academics | Student describes stress related to academic uncertainty (e.g. in relation to didactic course work or clinical experiences) | "You're pulled out of clinicals for the next two weeks minimum," and there was no answer kinda as to whether we were going back, which was definitely a high level of stress not knowing what our plans were moving forward, if we were graduating, at least, you know, as third years, with graduation on the line, we were very anxious.” (S19, Y3) |
| Sources of Stress - Uncertainty – Life After School | Student references uncertainty related to preparing for the workforce and life after school (e.g. board examination, job searching, etc.) | “Um, today even, I just woke up like in a terrible mood and can tell that all the unknowns and for the future, but also for job hunting and our test date being unknown. Um, all just kind of piled on me and I wasn't doing a lot yesterday to, um, kind of deal with those stressors.” (S21, Y3) |
| Stress Management – Positive Strategies | Student expresses stress management strategies such as exercise, seeking support, changes in mindset, etc. | “Since the pandemic started, I've really, um, pushed myself to get out and walk every day. I have a Lab. So it's kind of ... she ... you know, she needs to get out, and it gives me a good, um, reason to just kind of get out of the house. And, um, I found that even, um, on really stressful days if I go for a walk I can come back and it's easier for me to focus. Um, so kind of exer ... you know, getting out and getting some activity, I am learning to get into that habit more. And I've for the last couple weeks found that beneficial. Um, and then I also try and be conscious of, um, healthy eating, just not letting myself, um, stress eat excessively.” (S3, Y1) |
| Stress Management – Pandemic Barriers | Student references barriers to stress management associated with the pandemic | “You know, part of that might be because I'm online and not around my peers as much right now, so I'll talk a little bit about that. You know, they are my support system when I'm at school. We are all in the same boat. We're all feeling the same things, and we can vent to each other and kind of look around and feel like we're all in the same boat. Um, and I can still do that now on Zoom and everything, but it's not the same.” (S11, Y2) |
| Positive Stress Modifiers – Faculty | Student describes how faculty provided support and reduced distress (e.g. personal contacts with students, checking-in on emotional/mental state before class, increased frequency of communication, creation of helpful learning materials, etc.) | “We have one faculty member who has gone just above and beyond in trying to make sure that there's some sense of normalcy for us, whether it's coordinating lab-based video content or just trying to make even some of the pre-recorded lectures more engaging, um, and then checking in with how things have gone and at the beginning of every course, he just kind of takes a minute to say like, "How's everyone doing? Is everyone doing okay?"  And I think even though it seems small, it- it does really portray a- a feeling of care for us as students and just like what we're going through and what they're going through and then I would also say that our program has been doing the best that they can with the uncertainties moving forward.” (S15, Y2) |
| Positive Stress Modifiers – Cohort | Student references how cohort provides support and reduces distress | “Yeah, so my, like that group of five or six, we will like Zoom a couple times a week and, like, discuss stuff that is tough, that is confusing to us. Just kind of like, what we have go to, like, do this week and just, so that's been very nice. Because right now would be tough by yourself to just, like, keep up and know, like know what is due and know what we should know. So it's been very beneficial to, like, get together with these groups and, like, texting groups and stuff like that. So, we have been in, like continued communication throughout these three weeks.” (S12, Y2) |
| Positive Aspects of COVID – Academic | Student describes pandemic related academic changes that are perceived as positive and as reducing stress (e.g., increased time, improved flexibility & control of learning, etc.) | “Um, for me, I think it's, it comes down to, since I'm in my environment where I control more of what's going on around me, and what happens between classes, there's not as much time between the transition of, of being in class to class ending and starting homework, or being in class, getting ready for the next class, um, or being able to, um, somewhat the exams have been a little different. Instead of being, this is the hour we take the exam in class, it's okay, it's open for these three hours. It's an hour test taken at some point in those three hours. Um, it, it has seemed a lot more that I am in control of my learning...and I'm able to learn at my pace. And so, if I need to take longer on a topic, I can take longer on that topic if I need to get through it quicker 'cause I'm understanding it, I can make the lecture quicker because it's prerecorded or those kinds of things. Um, and then the other aspect of it as well as just kind of having my space that's just mine, there's not the distractions of other people around 'cause I'm able to control that environment a little bit better…” (S7, Y1) |
| Positive Aspects of COVID - Personal | Student relates pandemic related personal changes that are perceived as positive and stress reducing (e.g. increased time for stress reducing activities and relationships) | “So, my faith, um, just the minute that I start to get frustrated about something that I can't control, really taking the time to sit down and pray, read the Bible. Just get refocused on something else helps. And that's something that I've had more time to do now, with COVID.” (S8, Y1) |