**Electronic Supplementary Material 1:** Overview of how MBC customized Mindfulness-Based Stress Reduction (MBSR). All MBSR modules are maintained (not shown here), but many are slightly abbreviated to make room for the novel MBC modules shown below.

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| Module | Intervention Component | Customization Description | New (N) or modified (M)\* | In Class (IC) v Home Practice (HP) | Time (min) |
| Orientation  Session | Personal Introduction | State your experience in (1) teaching mindfulness practices, (2) health and health behaviors and (3) working with relation between mindfulness and well-being (e.g. your diet, physical activity, sleep, etc.) in your own life. | M | *IC* | 15 |
|  | Personalized Health Feedback | Provide participants health cards showing their baseline-assessed health levels, including BMI, diet, physical activity, perceived stress, sleep. | N | *IC* | 10 |
|  | Emerging Adult Health Education | Introduce the impact of health behaviors and mental health on mortality, health outcomes, and well-being, and how mindfulness training, including the Mindfulness-Based College curriculum, can help. | N | *IC* | 30 |
| Individual Intake | Interviews for Instructor with Each Participant | Participants are asked (1) what brought them to be interested in learning about mindfulness at this time in their lives; and (2) Conversational explorations occur determining in what areas participants are ready to change, and how best the course can support them to do so. | M | *IC* | 20 |
| Class 2 | Individualized Mindfulness Practice Feedback | Guided and written reflection on mindfulness practice since last class. The instructor provides them with customized feedback next week. This acts as a way to check in with how everyone is doing, and provide individualized reflections back to them to help guide their practice and experience. | N | *IC* | 10 |
|  | Mindful Eating of Highly Palatable (e.g. high sugar/fat/salt) Food Item | Participants invited to engage in eating a highly palatable snack, and reflect on the effects they experience in thoughts, emotions, and physical sensations. | N | *IC* | 20 |
|  | Pleasant Events Calendar | Suggest targeting pleasant events related to (1) general events, and (2) eating or alcohol consumption | M | *HP* | 20 |
| Class 3 | Information & Review of Basic Forms of Physical Activity | (1) Strength training; (2) Aerobic training; (3) Flexibility training; according to American Heart Association guidelines. Dyad & group discussion. | N | *IC* | 25 |
|  | Unpleasant Events Calendar | Suggest targeting unpleasant events related to eating or alcohol consumption. | M | *HP* | 20 |
|  | Physical Activity | Mindful attention to thoughts, emotions and physical sensations related to the physical activity beforehand, during and after engaging in the activity. | N | *HP* | 30 |
| Class 4 | Aerobic Physical Activity | Walking/jogging, allowing modifications of physical activity as needed (e.g. body weight-based strength exercises). Bringing mindful awareness to physical activity, especially thoughts, emotions and physical sensations before, during and after physical activity. Group discussion. | N | *IC* | 20 |
|  | Motivational Interviewing Module | Goal setting worksheet related to diet, alcohol, stress, or physical activity during the coming week; group discussion. | M | *IC* | 20 |
| Class 5 | Well-Being Goal Break Out Groups | Small group sharing, where group members cluster by well-being goals they set during prior week (e.g. physical activity, diet). Share experiences practicing with their goal over the past week. | N | *IC* | 15 |
|  | Motivational Interviewing Module | Goal setting worksheet related to diet, alcohol, stress, or physical activity during the coming week; group discussion. | M | *IC* | 15 |
|  | Well-Being Determinant Goal Setting | Pick a do-able goal related to diet, alcohol consumption, physical activity or stress for the week that participants feel may help them; make it specific; pick a way to measure it. | M | *HP* |  |
| Class 6 | Well-Being Goal Break Out Groups | Small group sharing, where group members cluster by well-being goals they set during prior week (e.g. physical activity, diet). Share experiences practicing with their goal over the past week. | N | *IC* | 15 |
|  | Social Support Module | Journaling exercise picking one of the areas you are exploring shifting (e.g. meditation, physical activity, diet, medication adherence) and the social support available in the participants life to support this goal. Group discussion. | N | *IC* | 20 |
|  | Deep Relaxation Practice | Exploring using the deep relaxation meditation recording 3-4 times this week, perhaps before going to sleep at night. Noticing the quality and quantity of sleep on days it is used, vs. not used. Bringing curiosity to feelings of well-being and physical/cognitive performance levels on days of higher vs. lower sleep. | N | *HP* |  |
|  | Well-Being Determinant Goal Setting | Pick a do-able goal related to diet, alcohol consumption, physical activity or stress for the week that participants feel may help them; make it specific; pick a way to measure it. | M | *HP* |  |
| Class 7 | Reflection on Deep Relaxation Exercise | How were the deep relaxation meditation recordings this week and what, if anything, was learned about sleep and its relation to well-being and personal performance? | M | *IC* | 10 |
|  | Behavioral Activation Breakout Groups | Discuss theme of what we take in, as food or as any kind of sensory experience, and patterns that are self-destructive and self-nourishing, related to well-being and physical/cognitive performance. In partners, ask nourishment questions while the other responds. Say “thank you” after response, then ask another question – about 3 minutes per person, then time for writing. Verbal sharing of plans with whole group for the upcoming week/weeks/months. | N | *IC* | 30 |
|  | Cognitive and Physical Performance Open Discussion | Discuss how participants feel mindfulness trainings in this course could enhance their physical or cognitive performance. Drawing out themes of: Mindfulness training specifically influencing attention control and self-awareness, both which can enhance performance; self-care providing conditions for optimal performance, | N | *IC* | 15 |
| Class 8 | Theoretical Mechanism for Mindfulness on Health and Performance | Show the framework through which mindfulness may influence self-regulation, and how this course worked with those pathways and the resultant health behaviors (e.g. physical activity, diet, sleep, substance use) | N | *HP* | 20 |
| All-Day retreat | Aerobic Physical Activity | Silent aerobic or strength physical activity. Aware of physical sensations, thoughts and emotions. | N | IC | 40 |
|  | Mediterranean Diet lunch | Mediterranean diet and 2015-2020 Dietary Guidelines for Americans, including the ChooseMyPlate image. Inviting participants to fill their plates accordingly (e.g. half the plate filled with fruits and vegetables), noticing physical sensations, thoughts and emotions during the entire arch of lunch, including before, during, and the minutes and hours afterwards. | N | IC | 60 |
|  | Self-Care Written Reflection | Invite participants to write about self-care in response to pre-set prompts. | N | IC | 15 |