**Electronic Supplementary Material 2.** Mindfulness-Based College Intervention Description and Theoretical Framework

This study customized Mindfulness-Based Stress Reduction (MBSR) for emerging adults aged 18-29 years, including emphasizing well-being priorities for this demographic, such as social relationships, sleep, stress, diet, physical activity, alcohol and substance use, and performance (e.g. academic, athletic, and artistic). Specifically, MB-College is based on, and classroom time-matched to, the standardized MBSR intervention described elsewhere (19). consists of an orientation session, eight 2.5-hour weekly group sessions, and a 7.5-hour one-day session, led by a qualified MBSR instructor with natural interest in, and experience with, emerging adults. MB-College and MBSR contain similar instruction and practices in mindfulness meditation, and conversations about stress and coping. Students learn a range of mindfulness skills including body scan exercises, meditation and yoga. Homework consists of practicing mindfulness skills for ≥10 min/day, 6 days/week. While MBSR recommends listening to 45 minutes of formal mindfulness practice recordings at least 6 days a week, MB-College provides 10, 20, 30 and 45 minutes recordings and encourages the students to decide each day what length would be best for them.

The unique areas of MB-College are education and biofeedback on determinants of emerging adult well-being, including human flourishing, and specific mindfulness modules focused on awareness of diet, physical activity, alcohol and substance use, stress, sleep, social relationships, and social support for behavior change. MB-College builds a foundation of mindfulness skills (e.g. meditation, yoga, self-awareness, attention control, emotion regulation; **Figure 1**) through the MBSR curriculum. MB-College directs those skills towards participants’ relationship with a number of health-related factors relevant in emerging adulthood.

Early in the MB-College course, the importance of physical activity, diet, sleep, stress, social relationships, drug and alcohol use, and cognitive performance in health, mortality and academic success is described. Participants have health assessments taken at baseline, and are provided with this information during the first in-person MB-College session. This phase aims to engage participants’ interest in their own well-being, and increase motivation for behavior change. MB-College encourages participants to explore personal readiness for change in the different health behaviors, and explore utilizing mindfulness practices to engage with their chosen health behaviors. Instructors hold twenty-minute one-on-one interviews with each participant at the beginning of the course to foster a relationship between the instructor and participant, identify reasons for participation, and pinpoint opportunities for the instructor to customize the course to individual participants.

Each week, focus is provided on different determinants of emerging adult well-being. However, common themes exist across all modules including: (1) Awareness of thoughts, emotions and physical sensations particularly surrounding determinants of well-being such as sleep quantity and quality, social relationships, overconsumption of palatable foods, sedentary activities, alcohol consumption and substance use; (2) Craving, particularly for determinants of well-being such as overconsumption of palatable foods, sedentary activities, lack of sleep in order to prioritize other areas of life, and alcohol/substance use; (3) The impact of bringing mindfulness to every moment, particularly in relation to determinants of well-being. For example, when consuming highly palatable food, bringing awareness to the emotions, thoughts and physical sensations prior to eating it, during eating it, along with the many minutes, if not hours, afterwards. Participants are trained to bring non-judgmental attention to the often short-term pleasure of overconsumption of foods, sedentary activities, heavy alcohol consumption, harmful social relationships, and missing out on quality sleep, and bring non-judgmental attention to the longer term suffering associated with these activities. They are also encouraged to bring mindful awareness to elements that foster flourishing and performance in themselves, including performance in areas they desire, such as academic, athletic and artistic. Through this process, participants are encouraged to reflect on if behavioral choices provide more benefit or harm to their well-being, and to choose the behaviors that bring benefit and thriving in themselves. (4) Self-compassion: as self-regulatory and self-awareness skills increase as a result of the mindfulness practices, the curriculum emphasizes that it is common for participants to start caring for themselves in kinder ways. It is a way of better knowing ourselves, and through knowing ourselves in each moment, we often want to care for ourselves in each moment. This may mean taking medication that will support health, or being more physically active, eating more healthily, consuming alcohol in more moderate amounts, or reevaluating their social relationships to foster ones that are healthy and meaningful. As a whole, the MB-College intervention trains participants in mindfulness skills, and then supports them to apply those skills to the determinants of well-being most relevant in their lives. After the 8-week course is completed, the only curriculum offerings are optional bimonthly community group meetings, one-day retreats three times per year, and website access to new bimonthly meditations and talks. The curriculum guide and MB-College instructor certification program can be accessed by contacting the lead author. Specific customizations of MB-College from MBSR are shown in **Electronic Supplementary Material 1**. The MB-College intervention took place in rooms at Brown University in Providence, RI, USA.