## Electronic Supplementary Material 6: MB-College Qualitative Codebook

| Node/Theme & Sub-Themes | Description of Node/Theme | Data Sources /Files\* | Coding References |
| --- | --- | --- | --- |
| **Academic Performance** | Data relating to how do participants believe mindfulness and/or the course impacted or didn’t impact academic performance. | 3 | 4 |
| **Course Critiques** | All coding related to criticisms and improvements suggested by participants. | 4 | 153 |
| *Additional Stress* | Coding relating to the course adding to participants stress level. | 1 | 3 |
| *All-Day Retreat* | Any comments by participants that referred to the all-day retreat. | 3 | 6 |
| *Course Attendance* | Reflections regarding the attendance policy, thoughts on getting to and from class. | 2 | 2 |
| *Duration & Frequency of Course* | All critiques related to length of course, point in the day, and times per week. | 3 | 10 |
| *Goal Setting Activities* | Referring to critiques of the course relating to setting and accomplishing goal directed behavior (e.g. some participants viewed it as counterintuitive to mindfulness to engage in goal directed behavior) | 1 | 5 |
| *Homework* | This node includes any critiques regarding work requested to be completed at home including home mindfulness practice or written work. | 4 | 20 |
| **Access to Meditation Equipment** | Participants requested access to materials (e.g. cushions, zafus). | 1 | 2 |
| **Designated Space** | Coding describing the importance of space on campus for home practice of mindfulness. | 2 | 8 |
| **In-class Activities** | Improvements regarding the activities (e.g. meditations, group discussions) & additional activities that should be added. | 4 | 36 |
| *Alcohol & Substance Use* | Participants comments regarding surveys and in class activities (e.g. goal setting) aimed at changing substance use and alcohol consumption. | 2 | 9 |
| *Calendars* | In-class calendars to keep track of pleasant and unpleasant events generally and as they related to alcohol/diet. | 3 | 5 |
| *Class Lectures* | Referring to the lectures around mindfulness history, health behavior, theoretical frameworks, and results of concurrent studies. | 1 | 2 |
| *Eating Exercises* | Perspectives on in-class activities that involved eating and consumption (e.g. sweet snack). | 1 | 3 |
| *Relationships & Sexual Health* | Comments regarding education on romantic and sexual relationships, toxic “hook-up” culture, and sexual coping. | 1 | 1 |
| **Instructor Feedback** | All feedback regarding the instructor. | 4 | 23 |
| *Instructor Improvements* | Aspects of the instruction that participants believed the teacher could improve on. | 3 | 12 |
| *Positive Instructor Feedback* | Aspects of the instruction that the students enjoyed or had a positive response to. | 2 | 7 |
| **Room Logistics** | Comments regarding aspects of the meditation space (e.g. furniture in the room, lack of space, voices). | 1 | 3 |
| **Social Support In Class** | Participants thoughts regarding additional support from their peers and teachers during class. | 2 | 2 |
| **Social Support Outside of Class** | Participants thoughts regarding additional support from their peers and teachers during outside of class. | 2 | 11 |
| **Digital Support** | Importance of support through digital methods (e.g. email, website). | 1 | 1 |
| **Cultural Competency and History of Mindfulness** | Participants thoughts concerning the importance of speaking to the history and the development of mindfulness training. Acknowledging the roots in people of color, the roles of power dynamics and the cultural appropriation that may be occurring in some areas of mindfulness. | 1 | 5 |
| **Goal Setting** | Intervention customization where students were asked to engage in goal setting activities for the coming week related to health behavior. | 2 | 3 |
| **Mental Health Intentions** | Goal setting to intentions for the course that involved changing or improving their mental health. | 1 | 2 |
| **Health and Performance** | General answers to how mindfulness increases the participants health and performance | 4 | 30 |
| **Helpful** | What was most helpful for you and why? This node spans all child nodes. In addition, if they found a mindfulness practice helpful it was categorized under the specific “mindfulness practice” and under the parent node “helpful”. | 4 | 86 |
| *Class as Designated Meditation Time* | Students found that just having the class and the space for practice that it provided was helpful | 3 | 7 |
| *Journaling* | Class exercises that involved participants writing their experiences down in journal reflections. | 1 | 1 |
| *Peer Support* | Participants found the support of their mindfulness classmates helpful | 1 | 3 |
| *Recordings* | Participants found having access to the recordings to be important | 1 | 1 |
| **Self-Care Practice** | Comments concerning engaging in an activity for their health and well-being which may be motivated by desire for good health or to show kindness to oneself. | 3 | 15 |
| **Small Group Activities** | Breakout group activities included reflecting on the week, teaching about meditation, and talking through the practice and goal setting. | 1 | 2 |
| **Stress Management** | Instances when tools learned in the MB-College program are used for stress management. | 3 | 28 |
| *Academic Stress Management* | Instances where the course was helpful with stress management specifically academic stress. | 2 | 11 |
| *General Stress Management* | Stress management instances not related to academic stress. | 2 | 10 |
| **Mindfulness Practice** | This category refers to the vast range of specific mindfulness practices (breath, yoga, etc.) and the attitude with which they are undertaken (scheduled versus unscheduled practice). | 3 | 3 |
| *Body Awareness* | Body awareness or interoceptive awareness refers to the practice of becoming aware of physical sensations (e.g. tingling, numbness, heartbeat) within the body as a focus for awareness training. | 3 | 6 |
| *Body Scan* | Refers to the systematic targeting of awareness from one area of the body to another (e.g. foot to ankle, ankle to thigh). | 3 | 4 |
| *Breath Awareness* | Practices in which participants focus directly on the breath (e.g. sensations of air flowing in, down through the nose out through the mouth). | 2 | 2 |
| *External Awareness* | Practices relating to directing and maintaining attention on an external stimuli (e.g. sound, visuals). | 1 | 1 |
| *Home Practice* | Home practice refers to mindfulness practice engaged in outside of class | 3 | 22 |
| *Lovingkindness* | Practices involving directing kindness/friendship and well-being hope for themselves and others. | 1 | 1 |
| *Mindfulness of Eating* | This can be the actual act of eating (chewing swallowing) or mindfulness of what the participant was putting in their body. | 3 | 6 |
| *Present Moment Awareness* | Instances of attention and awareness were participants became aware of thoughts, emotions, physical sensations, and external events in the present moment (e.g. the physical manifestation of stress). | 2 | 14 |
| *Scheduled Mindfulness Practice* | Practices with structured times and amounts of time predefined. | 3 | 8 |
| *Sleep Relaxation Practice* | Practices targeted towards more efficient sleep and relaxation. | 3 | 5 |
| *Unscheduled mindfulness practice* | Examples included: moment to moment awareness associated with interpersonal communication, everyday tasks (i.e washing dishes, cleaning) and are often unscheduled. | 3 | 13 |
| *Visualization Practice* | Referring to directed attention on mental imagery (e.g. mountain meditation). | 1 | 1 |
| *Walking Meditation* | Practices in which the attentional focus is on the sensations and experiences associated with walking (e.g. lifting the foot, shifting the knee, setting the foot down). | 2 | 2 |
| *Yoga Practice* | Practices relating to yoga either those that were taught in class or practices the participant engaged in outside of the course. | 1 | 5 |

*Bold text identify top level nodes/themes.*

*Italicized text refers to sub-nodes/themes of top level nodes/themes.*

*\*: Data sources refers to transcripts coded. Four transcripts were analyzed.*