

Appendix 1

STAHR Ambassador Map Code Book

CODES	DEFINITION
FACILITATORS	
Social Supports	Having a support system inside and outside of program, spending time with family and friends, having a sense of connection and belonging. stress management programs,
Career Development & Networking	Networking opportunities with faculty, professionals in the field, etc.; Career development/advising (e.g. mock interviews, resume building);
Mentorship (faculty & student mentors)	Helpful mentorship (could be student of faculty mentor), Interactions with faculty; support from faculty or mentor.
Motivation & Personal Factors	Intrinsic motivation, self-motivation, goal-setting, attributes of the participant such as personal strengths or skills.
Workshop/Meetings	STAHR meetings, workshop topics, clusters, gatherings; online meetings
Academics	Passing exams, improved grades/test scores/ study skills/knowledge, doing well academically; academic preparation, taking certain courses, things related to coursework.
Vulnerability/ Safe Environment	Safe environment to express issues/concerns (e.g. asking questions; discussing mental health), self-expression, personal growth/development.
Interdisciplinary	Collaborations/interactions with students or faculty from other health science disciplines.
Program Structure	Program leadership (anything alluding to decisions of program), meeting diverse students with different ethnic backgrounds, program provides research and clinical experience, information gathered/distributed, STAHR scholarship; program flexibility (e.g. assignment dates); easy communication with STAHR teams/program; STAHR goodie bags
BARRIERS	
Time	Lack of time available, scheduling conflicts between STAHR and personal/school commitments; personal time constraints.
Problematic Program Structure	Lack of consistency in policies or practices, changes to STAHR required events, confusion on mentor/mentee roles, lack of diversity faculty/students, lack of experience (training and clinical activities), not flexible- related to STAHR program requirements (i.e. meeting schedules); policies, practices, decisions made by STAHR program leadership.
COVID-19/ remote learning	Virtual learning due to COVID-19, zoom fatigue, isolation , internet/technical issues; curriculum, course, or experiences changes due to COVID-19
Stressors/Outside Stressors-	Personal life stressors, i.e., jobs, relationships, finances, distractions, lack of social support
Lack of Engagement/ mentor issues	Lack of 1:1 advising/mentorship, lack of networking opportunities, difficult to get ahold of mentor, issues w/ mentor relationships, individual experience with program engagement;

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	(I.e. rude staff; unsupportive mentor; lack of informal discussions; unfriendly group)
Self-Doubt/Academic preparedness	Struggle w/ self-view, lack of personal motivation, not feeling academically prepared.
Workshop/Meetings Barriers	Repeating workshop topics (things purposefully set by STAHR staff), meetings for workshops that were not helpful/meaningful, lack new training topics; mismanagement of meeting times; rushed meetings; group too large during clusters
Lack of Diversity/Equity/Inclusion	Lack of diversity within health sciences programs, issues related to race/ethnicity, gender, SES, etc. (e.g. biases); being first generation college student;