

**Supporting Information Table 2.** Qualitative protocol agenda and questions.

Agenda	Time completed
Research Assistant downstairs directing participants to focus group room location. Set up name tents. Test recorder. Turn on recorder, place in the middle of the table.	5:30pm
Chatting and eating.	5:45pm
Welcome and introduction <ul style="list-style-type: none"> <li>• Thank you for sharing your thoughts on MB-BP</li> <li>• Introductions                             <ul style="list-style-type: none"> <li>○ Facilitator</li> <li>○ Note taker</li> </ul> </li> <li>• Why and How                             <ul style="list-style-type: none"> <li>○ We are trying to improve the intervention</li> <li>○ Discussing your opinions on the different activities</li> <li>○ Please share your point of view, even if it's different from others</li> <li>○ No wrong answers</li> <li>○ We equally welcome positive and negative feedback</li> </ul> </li> <li>• Suggestions                             <ul style="list-style-type: none"> <li>○ Suggestions to help us have a good discussion                                     <ul style="list-style-type: none"> <li>■ Speak up</li> <li>■ Audio recording, one person speaks at a time</li> <li>■ Any report that we write about what we hear today will not be associated with your identity</li> <li>■ Tendency for some people to be comfortable speaking up more than others. It's important to us to hear from everyone today. So, I may ask you to share if I haven't hear from you. Or I may ask you to let others share if you are sharing a lot.</li> </ul> </li> </ul> </li> <li>• What to expect                             <ul style="list-style-type: none"> <li>○ My role is to listen, facilitate discussion between you all and move us along 5 questions.</li> <li>○ In the interest of time, I may have to move the discussion along so that we can cover all 5 questions</li> <li>○ Let's begin</li> </ul> </li> </ul>	5:50pm
Allow participants to look over class overview. 1. Looking at the list of course activities, which is most memorable for you? Why?	5:50pm
<b>Card Sorting Activity:</b>  Give them cards showing different activities.  Put cards for activities you found very useful in one pile, modules that you thought were somewhat useful in another pile, and activities you thought were not useful in a 3rd pile.  Please place the cards in the piles according to whether you found them "very useful," "somewhat useful," or "not useful."	6:03pm 6:08pm
Note taker writes the questions shown below on the board. 1. What was most helpful about this course, and why?  <b>Suggested Probes:</b> Was there something you learned in the course that was helpful? Could you give an example from your experience? Was there a specific activity that you found most helpful?	6:12pm
2. After going through this mindfulness intervention, what is your understanding of how it works to improve your blood pressure?  <b>Suggested Probes:</b> Could you give an example from your experience? Have you seen changes in your blood pressure? If yes what do you attribute to causing these changes?	6:18pm
3. We want to make this intervention better. You have been through it once. How do you think we can make it better?  <b>Suggested Probes:</b> Where there any activities (e.g. breakout groups, you think could be improved? Were there any improvement on the space for the class? Is there anything you think we can do to improve on the communications? (e.g. email, phone, text)	6:40pm
4. Every instructor can improve. How can this instructor improve?  <b>Suggested Probes:</b> Was the communication clear? Did you feel like you were understood?	6:50pm
Pass out survey. "I'm going to hand out a quick survey, which I'd like for you to fill out."	6:55pm
Note taker summarizes the discussion.  Is there anything we should have talked about, but didn't?	7:00pm