

**Authentic Research Training in Adolescent Health - Lucien, et al.**  
Appendix B. Additional Participant Quotes.

**Theme Table with Additional Quotes from Participants:**

Themes	Participants' Experiences Descriptives	Representative Quotes
<p><b>Theme 1:</b> Dispelling preconceived notions of being a researcher</p>	<ul style="list-style-type: none"> <li>Participants gained a broader understanding of who can participate in research and what ways.</li> </ul>	<ul style="list-style-type: none"> <li>"I didn't think that young people could be real researchers, I honestly thought even the people at my school taking AP Research weren't really doing research but now I see how easy research can be to implement and be a part of even at a young age." (Post-survey)</li> <li>"Yes, a researcher can be anyone. It doesn't matter their age, gender, race, or ethnicity, everyone has the capability to do research." (Post-survey)</li> </ul>
	<ul style="list-style-type: none"> <li>Participants described personal characteristics needed to be a researcher.</li> </ul>	<ul style="list-style-type: none"> <li>"Being a researcher just means like being curious about something, taking the initiative to actually answer, or solve a problem by looking at like the world around you." (Post-program interview)</li> <li>"I think being a researcher, you need to be more patient, a deep thinker, someone that uses your time wisely." (Post-program interview)</li> </ul>
	<ul style="list-style-type: none"> <li>Participants viewed themselves as researchers.</li> </ul>	<ul style="list-style-type: none"> <li>"Yes, I feel much more confident doing research, and I feel as though it is a part of my identity now. Before, I didn't really think I could be a researcher." (Post-survey)</li> <li>"I didn't really think of myself as a researcher before this program, but now that I have some experience. I would</li> </ul>

<p><b>Theme 2:</b> Building research literacy through hands-on experience</p>	<ul style="list-style-type: none"> <li>• Participants highlighted specific qualitative research skills they gained.</li> </ul>	<p>say I am a researcher.” (Post-survey)</p> <ul style="list-style-type: none"> <li>• “I learned that based on what your research question is, you might need different types of data. Other people might have had more research questions where they needed numbers and data analysis, like actual percentages. So, they would ask something that’s more close-ended...But for our purposes, we wanted to know more about perspectives and opinions, so we had kind of open-ended responses, and we had a large variety of responses. And that’s where the coding came into handy when we were kind of sorting those into different categories.” (Post-program interview)</li> <li>• “We realized that, some [ideas]were so much more prominent than others, and so we had some narrow it down so like 5 or 4 main themes that we gathered not just like from each individual survey question...but from all 5 survey questions. I thought that was like a really important step, because it was like answering the big question instead of answering the small questions when we were looking at our themes.” (Post-program interview)</li> </ul>
	<ul style="list-style-type: none"> <li>• Participants presented research findings to experts in the field.</li> </ul>	<ul style="list-style-type: none"> <li>• “At the conference, I was in charge of presenting the research question and the survey questions...I really</li> </ul>

		<p>like the experience. Since we were the last group, I got to listen to everyone else's research questions before me and learn more about their research. So, it really taught me the importance of not only sharing my own research, but also listening to other people's research, because it's important for everyone to be aware of other people's findings so that we can use it to improve specific fields. So, I think that was a really good experience. I think that was probably my favorite part of the entire program, presenting at the end." (Post-program interview)</p>
	<ul style="list-style-type: none"> <li>• Participants gained non-technical skills (e.g. communication, teamwork).</li> </ul>	<ul style="list-style-type: none"> <li>• "One of the skills I learned, is communication. Now, I believe that no matter who you're being with you, should not be shy. You should always tell them what you think and what you believe because your opinion matters." (Post-program interview)</li> </ul>
<p><b>Theme 3:</b> Developing self-efficacy through an environment that supports autonomy</p>	<ul style="list-style-type: none"> <li>• Participants highlighted that the virtual format of the program facilitated their participation.</li> </ul>	<ul style="list-style-type: none"> <li>• "Yeah, the virtual aspect of [MYHealth Impact Projects] made it way easier, because, sometimes, it's hard to navigate when you get out of school, you might have to go somewhere or do something else. And so, being able to just go on zoom and join. It was definitely very helpful compared to if you had to drive somewhere to participate in the program." (Post-Program Interview)</li> </ul>

	<ul style="list-style-type: none"> <li>• Participants gained confidence in their research skills due to being treated as autonomous beings</li> </ul>	<ul style="list-style-type: none"> <li>• “Something that stood out to me about the program was that it was very like unique, because [the research topic] was decided on by our group of students and not by anybody else. So, I think that that was a really good idea, since we were interested in the topic we were researching about it helped us be more engaged in it, and when it was time to present we knew what we were talking about, because this was something that we'd chosen from the first step, and it's easy to stick with it when it's something that you've chosen in the first place (Post-program interview)</li> </ul>
	<ul style="list-style-type: none"> <li>• Participants gained confidence due to a supportive learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• “I really liked how [MYHealth Impact Projects instructional staff] taught us what to do. We started off getting mentored by them, and then by the end, we knew what we were doing, and we were able to like take over. By the time it was time for the conference we knew what we were talking about because they had taught us what to do, how to talk about our findings. So, I really think that it was a really good learning environment.” (Post-program interview)</li> </ul>
	<ul style="list-style-type: none"> <li>• Participants felt a sense of belonging to the community they built with peers through the course of the program.</li> </ul>	<ul style="list-style-type: none"> <li>• “I really like my group because it was like everybody had the opportunity to be open, and sometimes, like people got personal like in their personal lives. To me, it</li> </ul>

		<p>didn't really feel like a meeting. It really just felt like a call with friends. So, I really like, enjoyed that.” (Post-program interview)</p>
<p><b>Theme 4:</b> Emerging interest in research careers through their near-future goals</p>	<ul style="list-style-type: none"> <li>• Participants made plans to further research knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• “I want to participate in the [MYHealth] Peer Mentor program next year. I think that would be a great way to help other people start their research experience. Also, it would be great to just learn how it feels going through that experience again with other people’s [MYHealth Impact Projects].” (Post-program interview)</li> <li>• “So, what I would like to do next is make my own research. I think I am capable with all the lessons I learned, and I can go back to the [MYHealth Impact Projects] assignments that connected with each task we had to do. And with all the skills that I learned I can make my own research with little help kind of.” (Post-program interview)</li> </ul>
	<ul style="list-style-type: none"> <li>• Participants expressed increased interest in research pursuits/careers</li> </ul>	<ul style="list-style-type: none"> <li>• “I am more open to doing [research] in the future, maybe becoming a researcher or doing more research programs. Since [MYHealth Impact Projects] I realized it was more fun than serious and stressful than what we see.” (Post-program interview)</li> </ul>