

**Multimedia Appendix 2: Qualitative participatory group-level assessment - overview of adapted steps.**

We provided an overview on how we adapted the qualitative participatory group-level assessment steps in the participatory group discussions in the community-based participatory research qualitative description study.

Group-level assessment steps	Overview in participatory group discussions
<b>Climate setting step</b>	<p>Built trust and rapport and co-created a comfortable atmosphere for engagement and discussion. We opened with a <i>dinámica</i> (i.e., social learning activity) and co-constructed grounding agreements for a collaborative space.</p> <p>Opened with a <i>dinámica</i> (i.e., social learning activity):</p> <p>An academic nurse researcher facilitated and invited participants to share their thoughts on the following.</p> <ul style="list-style-type: none"> <li>• How would you like to be addressed in this study space for the purpose of interacting? For example, During our time together, I would like to go by _____. My pronoun(s) is/are _____.</li> <li>• What is something that you like to do as a hobby or activity other than work related? This is in the context of caring. For example, I like to _____. I welcome someone to step up to go next.”</li> </ul> <p>Co-constructed grounding agreements for a collaborative space:</p> <ul style="list-style-type: none"> <li>• To honor diversity and disaggregate Asian Americans and Native Hawaiians/Pacific Islanders as diverse racial-ethnic groups</li> <li>• To participate and stay engaged.</li> <li>• Commit to a brave and safe space.</li> <li>• Honor self and people in this space with care: Honoring being both knowers and learners.</li> <li>• Deeply listen to understand.</li> </ul>

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- Step up to share and step back so that others can share.
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**Generating data step**

Engaged participants with broad prompts and questions that encouraged participants to direct their thoughts and experiences.

We used a semi-structured and open-ended participatory group discussion guide with prompts and follow-up questions and provided to participants via share screen feature in the videoconference.

- Prompts included, for example: *racism context – racial discrimination, race-based stress, and racial trauma; intergenerational healing and resiliency; sharing the body with science.*
- Follow-up questions included, for example: *Can you give us an example or examples when you said... and To tell us more about...*

In addition to the academic researcher co-facilitator having recorded field notes-based data transcripts in both participatory group discussions, participants were also encouraged and used the written chat feature in the videoconference as an option and incorporated into the field-notes based data transcripts.

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**Appreciating perspective step**

Reviewed the main points and encouraged participants to share in the virtual space.

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**Reflecting step**

Reflected with participants on the interpretations and meanings of perspectives and experiences, clarified, verified, and added summative thoughts.

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**Understanding the data step**

Identified with participants potential common themes from the content as main themes.

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**Selecting themes step**

Selected and prioritized main themes with participants.

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**Action step**

Worked on determining priority issues and action planning and steps with participants.

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