

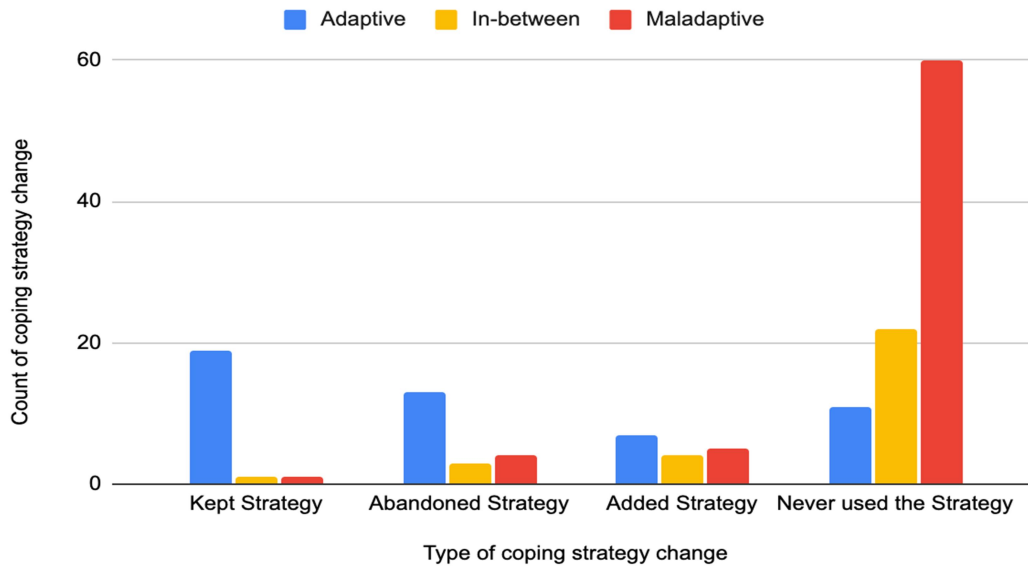
Supplemental Material

CBE—Life Sciences Education

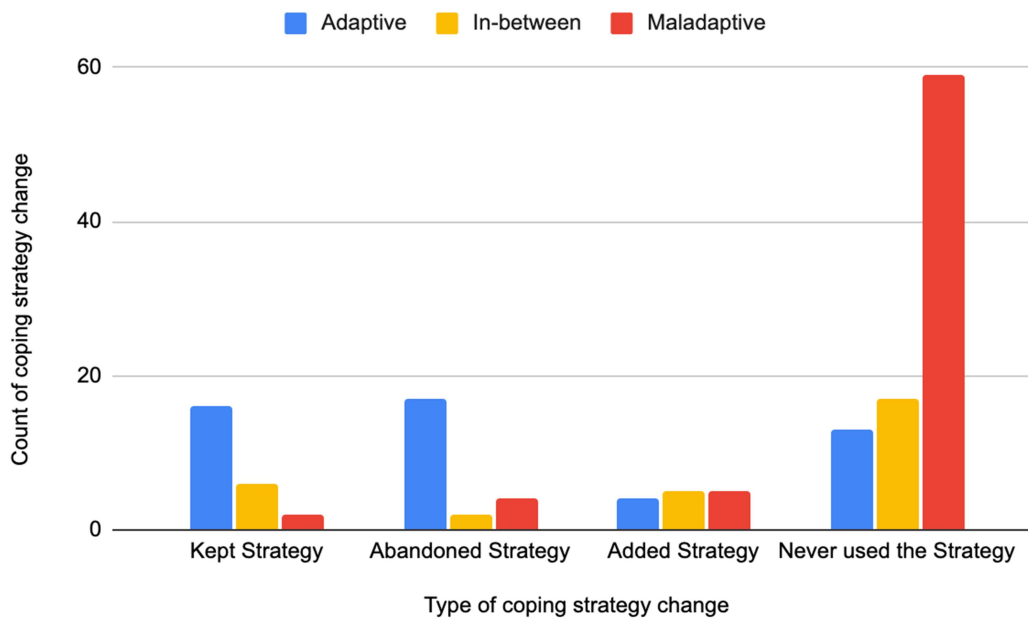
Musgrove *et al.*

Supplemental Figure 1: Change in adaptive, in-between, and maladaptive coping strategies over time for A) teaching anxieties in novice GTAs, B) research anxieties for novice GTAs, C) teaching anxieties for experienced GTAs, and D) research anxieties for experienced GTAs.

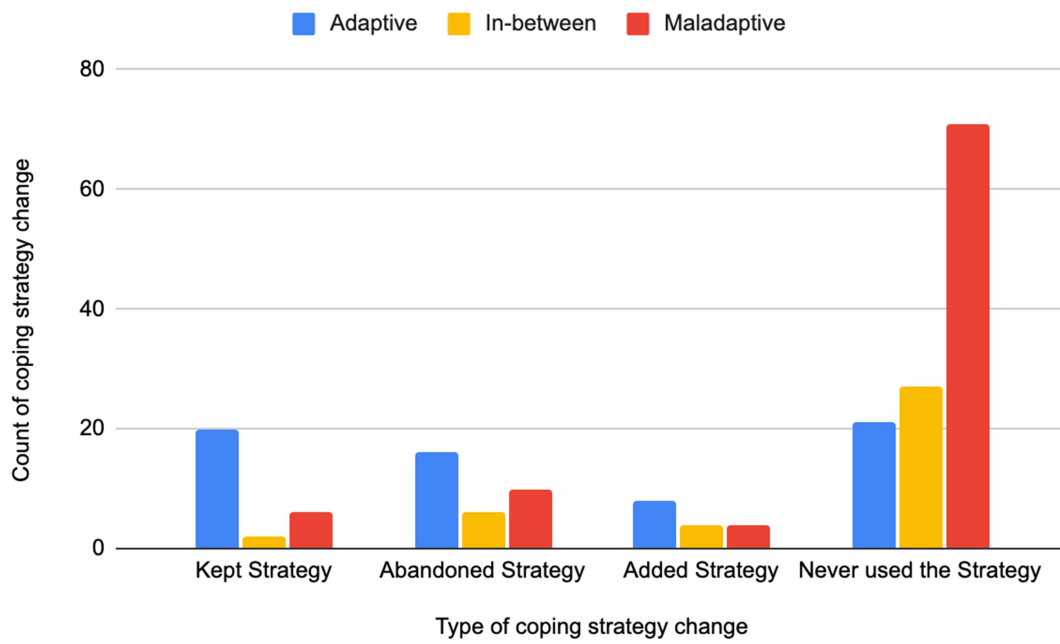
A) Coping with teaching anxieties over time - Novice GTAs



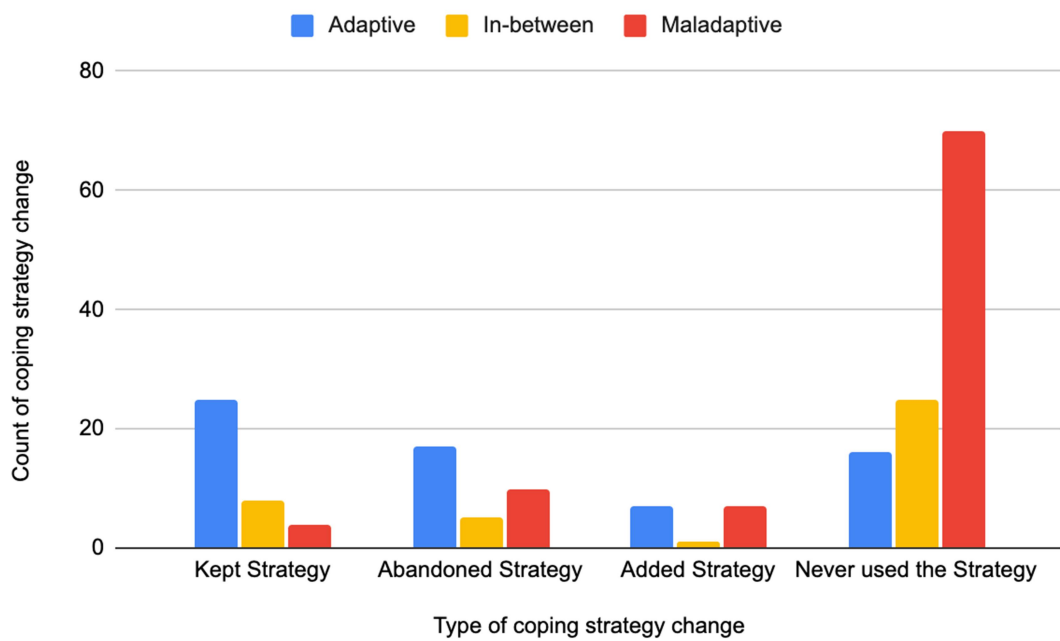
B) Coping with research anxieties over time - Novice GTAs



C) Coping with teaching anxieties over time - Experienced GTAs



D) Coping with research anxieties over time - Experienced GTAs



SUPPLEMENTAL MATERIAL

INTERVIEW PROTOCOL

Before you read this, read the informed consent for interview participants, and have them sign the general consent and audio record consent on the back. Then, proceed to this sheet.

The questions I am going to ask you today are about four specific topics regarding your teaching: your experience in teaching, perceptions of teaching and research anxiety, the coping strategies you enact (this just means to manage your anxiety level to decrease it), and your current career aspirations. There are no right or wrong answers to these questions, and these responses are completely confidential – I just want to gain your perspective about these ideas!

A) Career/Identity

The first thing I'd like you to do is to take a moment and write down your top two current career aspirations. We'll revisit this again at the end.

B) Teaching experience, knowledge, and attitudes

This portion of the interview will cover general experience and perceptions of teaching.

*** Interviewees will have a scale in front of them with three pieces of post-it paper to rank: Experience, Knowledge and Attitude. They will be ranking themselves and explaining their choices.*

1. Do you consider yourself to be an experienced teacher? On a scale 1 to 10, 1 indicating little experience and 10 being highly experienced, how would you rate yourself?
2. Based on your experience, on the same scale, 1 representing little knowledge and 10 being highly knowledgeable, how would you rate yourself on knowledge in teaching. This can be from pedagogical knowledge, to assessment design, etc.
3. On a scale 1 to 10, 1 indicating very negative and 10 being very positive, how would you rate your attitude toward teaching.
4. Please explain your choices.

C) Teaching and Research Anxiety

5. Before jumping into the next question, I'd like you to take a minute and list a few things that make you anxious (if you have any) about teaching and research.

***have them complete this on the prepared piece of paper with the career aspirations as well*

Thank you. To continue, we're going to look at these cards and identify aspects of teaching that may cause you anxiety. This protocol is still in development, so feel free to create your own cards and add to the list.

*****Layout cards in front of participants randomly. Use cards to have them select things that make them anxious (or create own cards) and have them rank (1 being most anxious). If they do not pick a card, skip to 5d.***

- a. What about each choice specifically that make you anxious?
 - b. How do you think anxiety impacts your teaching for each? +/-/0
 - c. How you cope (if you do cope) with these things for each?
 - d. You did not choose any cards that make you anxious, why is that? Do you consider yourself not a very anxious person or have specific coping strategies you use?
6. Does the research you are conducting as part of your graduate program ever make you feel anxious? And for this question, we're going to look at these cards and identify aspects that may cause you anxiety. Not all cards will represent what you are anxious about, so again, feel free to add to the list.

*****Layout card in front of participants randomly. Use cards to have them select things that make them anxious (or create own cards) and have them rank (1 being most anxious). If they do not pick a card, skip to 6d.***

- a. Generally, what about these choices specifically make you anxious?
- b. How do you think anxiety impacts your research? +/-/0
- c. How do you cope (if you do) with these things?
- d. You did not choose any cards that make you anxious, why is that? Do you consider yourself not a very anxious person or have specific coping strategies you use?

*****If there are rankings for BOTH teaching and research anxiety proceed to Q7. If not continue to Q8.***

7. We have this list of things that make you anxious about teaching, and this list of things that make you anxious about research. What I want you to do now is rank ALL these cards according to what causes you the most down to the least anxiety OVERALL in grad school.

*****use cards to have them ranks things that make them anxious (or create own cards) from the first two sets.***

- a. So it looks like [teaching / research / a mixture of both] cause you the most anxiety in grad school. Why is that?
 - b. Does your teaching anxiety impact your research anxiety? If so, how?
 - c. Does your research anxiety impact your teaching anxiety? If so, how?
 - d. Do you have any other sources of anxiety in grad school?
8. Would you want graduate school (teaching and research) to cause you no anxiety? Why or why not?

D) Revisiting career aspirations/identity and attrition

9. Revisiting your top career aspirations, what are they and why did you choose them? Assume the world is your oyster—would they be the same? i.e. not influenced by anything like the job market, etc.
10. Does your anxiety about teaching/research/both make you second guess or question your career options? And if so why?
11. How likely could the anxiety that you feel in teaching, research, or both cause you to consider leaving the program?
12. Do you have any other thoughts about being a graduate student, anxiety, teaching, research, etc. you would like to share?

Thank you!

Have students complete the compensation form and then sign the compensation consent line on the informed consent sheet.

A) Career aspirations

1.

2.

C) Anxieties

Teaching Anxiety	Research Anxiety

Cards for Teaching Anxiety

Student issues/Emergency situations

Anxiety_T	Anxiety impact on teaching (+/-/0)?	Anxiety_G

Time away from other priorities

Anxiety_T	Anxiety impact on teaching (+/-/0)?	Anxiety_G

Supporting effective student learning

Anxiety_T	Anxiety impact on teaching (+/-/0)?	Anxiety_G

Feedback/complaints about teaching

Anxiety_T	Anxiety impact on teaching (+/-/0)?	Anxiety_G

Interactions with teaching supervisors

Anxiety_T	Anxiety impact on teaching (+/-/0)?	Anxiety_G

Anxiety_T	Anxiety impact on teaching (+/-/0)?	Anxiety_G

Being observed teaching by a peer

Anxiety_T	Anxiety impact on teaching (+/-/0)?	Anxiety_G

Living off my stipend

Anxiety_T	Anxiety impact on teaching (+/-/0)?	Anxiety_G

Reading student evaluations

Anxiety_T	Anxiety impact on teaching (+/-/0)?	Anxiety_G

Attending TA Meetings

Anxiety_T	Anxiety impact on teaching (+/-/0)?	Anxiety_G

Being observed teaching by the course instructor

Anxiety_T	Anxiety impact on teaching (+/-/0)?	Anxiety_G

Writing quizzes, exams, or other graded assignments

Anxiety_T	Anxiety impact on teaching (+/-/0)?	Anxiety_G

Not knowing the topic

Anxiety_T	Anxiety impact on teaching (+/-/0)?	Anxiety_G

Answering student questions by email

Anxiety_T	Anxiety impact on teaching (+/-/0)?	Anxiety_G

Time to prepare for teaching

Anxiety_T	Anxiety impact on teaching (+/-/0)?	Anxiety_G

Time to complete a class activity

Anxiety_T	Anxiety impact on teaching (+/-/0)?	Anxiety_G

Not knowing best teaching practices to use

Anxiety_T	Anxiety impact on teaching (+/-/0)?	Anxiety_G

Grading

Anxiety_T	Anxiety impact on teaching (+/-/0)?	Anxiety_G

Student behavior

Anxiety_T	Anxiety impact on teaching (+/-/0)?	Anxiety_G

Teaching labs/discussion itself

Anxiety_T	Anxiety impact on teaching (+/-/0)?	Anxiety_G

Advisor pushback/support

Anxiety_T	Anxiety impact on teaching (+/-/0)?	Anxiety_G

Anxiety_T	Anxiety impact on teaching (+/-/0)?	Anxiety_G

Seeing students outside of class

Anxiety_T	Anxiety impact on teaching (+/-/0)?	Anxiety_G

Anxiety_T	Anxiety impact on teaching (+/-/0)?	Anxiety_G

Meeting students for office hours

Anxiety_T	Anxiety impact on teaching (+/-/0)?	Anxiety_G

Answering student questions in class

Anxiety_T	Anxiety impact on teaching (+/-/0)?	Anxiety_G

Preparing to teach for an undergrad lab/class

Anxiety_T	Anxiety impact on teaching (+/-/0)?	Anxiety_G

Being unable to answer a student's question

Anxiety_T	Anxiety impact on teaching (+/-/0)?	Anxiety_G

Speaking in front of the classroom

Anxiety_T	Anxiety impact on teaching (+/-/0)?	Anxiety_G

Being evaluated by the course instructor/staff/faculty for your teaching

Anxiety_T	Anxiety impact on teaching (+/-/0)?	Anxiety_G

Cards for Research Anxiety

Meeting departmental deadlines

Anxiety_R	Anxiety_G

Leading my own project

Anxiety_R	Anxiety_G

Time management

Anxiety_R	Anxiety_G

Anxiety_R	Anxiety_G

Uncertainty of project success

Anxiety_R	Anxiety_G

Anxiety_R	Anxiety_G

Meeting your advisor

Anxiety_R	Anxiety_G

Leading lab meeting

Anxiety_R	Anxiety_G

Writing (e.g. proposals, grants, manuscripts)

Anxiety_R	Anxiety_G

Giving a seminar talk

Anxiety_R	Anxiety_G

Being reviewed by your advisor

Anxiety_R	Anxiety_G

Being unable to answer a question posed by a peer

Anxiety_R	Anxiety_G

Being unable to answer a question posed by my advisor/faculty

Anxiety_R	Anxiety_G

Living off your stipend

Anxiety_R	Anxiety_G

Attending lab meetings

Anxiety_R	Anxiety_G

Doing data analysis

Anxiety_R	Anxiety_G

Conducting lab/field work

Anxiety_R	Anxiety_G

Applying for grants, fellowships

Anxiety_R	Anxiety_G

Reading/understanding papers

Anxiety_R	Anxiety_G

Thinking about life after grad school

Anxiety_R	Anxiety_G

Interactions with lab mates

Anxiety_R	Anxiety_G

Being asked questions during a presentation

Anxiety_R	Anxiety_G

Interactions with faculty

Anxiety_R	Anxiety_G

Anxiety_R	Anxiety_G

Supplemental Table 1: Demographics of Biology GTA interview participants as of the initial Fall 2016 interviews (N = 23).

Pseudonyms	Gender	Ethnicity	Citizenship	Program	Teaching Experience Level	Career Aspirations
Hannah	Female	White	Domestic	PhD	Experienced	Non-Academic
Cathy	Female	White	Domestic	PhD	Experienced	Academic
Raj	Male	Non-White	International	PhD	Experienced	Academic
Mark	Male	White	Domestic	Master's	Experienced	Non-Academic
Emily	Female	White	Domestic	Master's	Novice	Academic
Kayla	Female	Non-White	International	Master's	Experienced	Academic
Kaitlyn	Female	White	Domestic	PhD	Novice	Non-Academic
Laretta	Female	White	Domestic	PhD	Experienced	Academic
Raegan	Female	White	Domestic	PhD	Novice	Academic
Madison	Female	White	Domestic	PhD	Experienced	Academic
William	Male	White	Domestic	PhD	Experienced	Non-Academic
Eric	Male	White	Domestic	PhD	Experienced	Non-Academic
Lauren	Female	White	Domestic	Master's	Novice	Non-Academic
Sarah	Female	White	Domestic	PhD	Novice	Non-Academic
Rebecca	Female	White	Domestic	PhD	Experienced	Non-Academic
Samantha	Female	White	Domestic	PhD	Experienced	Non-Academic
Julia	Female	White	Domestic	PhD	Novice	Non-Academic
Arnold	Male	White	International	PhD	Experienced	Academic
Jose	Male	Non-White	International	PhD	Novice	Academic
Lucy	Female	White	Domestic	PhD	Experienced	Academic
Anika	Female	Non-White	International	PhD	Novice	Non-Academic
Jack	Male	White	Domestic	PhD	Novice	Academic
Sunny	Female	Non-White	International	PhD	Novice	Non-Academic

Supplemental Table 2: Changes in adaptive coping from 2016 to 2017 in managing teaching anxieties per GTA participant (N = 23).

Pseudonyms	Problem solving		Type of Change	Support seeking		Type of Change	Information seeking		Type of Change
	2016	2017		2016	2017		2016	2017	
Hannah	X	X	Kept			Never Used	X		Abandoned
Cathy	X	X	Kept			Never Used	X	X	Kept
Raj	X	X	Kept		X	Added		X	Added
Mark	X	X	Kept	X		Abandoned	X	X	Kept
Emily	X	X	Kept			Never Used	X		Abandoned
Kayla	X	X	Kept	X		Abandoned	X		Abandoned
Kaitlyn	X	X	Kept			Never Used	X		Abandoned
Laretta	X	X	Kept			Never Used	X	X	Kept
Raegan	X	X	Kept	X		Abandoned	X	X	Kept
Madison	X	X	Kept			Never Used	X	X	Kept
William	X	X	Kept	X		Abandoned	X	X	Kept
Eric	X	X	Kept	X		Abandoned			Never Used
Lauren	X	X	Kept			Never Used	X	X	Kept
Sarah	X	X	Kept			Never Used	X		Abandoned
Rebecca	X	X	Kept			Never Used	X		Abandoned
Samantha	X	X	Kept			Never Used	X		Abandoned
Julia	X	X	Kept		X	Added		X	Added
Arnold	X	X	Kept			Never Used	X		Abandoned
Jose	X	X	Kept	X		Abandoned	X	X	Kept
Lucy	X	X	Kept			Never Used			Never Used
Anika	X	X	Kept			Never Used	X	X	Kept
Jack	X	X	Kept			Never Used		X	Added
Sunny	X	X	Kept	X		Abandoned	X		Abandoned

Pseudonyms	Self-reliance		Type of Change	Cognitive restructuring		Type of Change
	2016	2017		2016	2017	
Hannah	X	X	Kept		X	Added
Cathy		X	Added	X		Abandoned
Raj	X		Abandoned			Never Used
Mark			Never Used			Never Used
Emily	X	X	Kept			Never Used
Kayla			Never Used		X	Added
Kaitlyn			Never Used	X	X	Kept
Laretta	X		Abandoned	X		Abandoned
Raegan	X		Abandoned	X	X	Kept
Madison		X	Added	X		Abandoned
William			Never Used			Never Used
Eric			Never Used			Never Used
Lauren	X	X	Kept	X		Abandoned
Sarah		X	Added		X	Added
Rebecca			Never Used	X		Abandoned
Samantha		X	Added	X		Abandoned
Julia		X	Added	X	X	Kept
Arnold			Never Used			Never Used
Jose	X		Abandoned	X		Abandoned
Lucy			Never Used		X	Added
Anika		X	Added			Never Used
Jack	X		Abandoned			Never Used
Sunny			Never Used		X	Added

Supplementary Table 3: Changes in adaptive coping from 2016 to 2017 in managing research anxieties per GTA participant (N = 20).

Pseudonyms	Problem Solving		Type of Change	Support Seeking		Type of Change	Information Seeking		Type of Change
	2016	2017		2016	2017		2016	2017	
Hannah	X	X	Kept	X		Abandoned	X	X	Kept
Cathy	X	X	Kept	X		Abandoned	X	X	Kept
Raj	X	X	Kept	X	X	Kept	X	X	Kept
Emily	X	X	Kept	X		Abandoned	X		Abandoned
Kayla	X	X	Kept			Never Used	X	X	Kept
Kaitlyn	X	X	Kept	X	X	Kept			Never Used
Laretta	X	X	Kept	X	X	Kept	X		Abandoned
Madison	X	X	Kept		X	Added	X		Abandoned
William	X	X	Kept	X		Abandoned	X	X	Kept
Eric	X	X	Kept	X		Abandoned	X		Abandoned
Sarah	X	X	Kept	X	X	Kept	X		Abandoned
Rebecca	X		Abandoned	X	X	Kept	X	X	Kept
Samantha	X	X	Kept			Never Used	X		Abandoned
Julia	X	X	Kept	X	X	Kept			Never Used
Arnold	X	X	Kept			Never Used	X	X	Kept
Jose	X	X	Kept			Never Used	X	X	Kept
Lucy	X	X	Kept		X	Added	X		Abandoned
Anika	X	X	Kept		X	Added	X	X	Kept
Jack	X	X	Kept	X		Abandoned	X		Abandoned
Sunny	X		Abandoned			Never Used	X	X	Kept

Pseudonyms	Self Reliance		Type of Change	Cognitive Restructuring		Type of Change
	2016	2017		2016	2017	
Hannah		X	Added	X		Abandoned
Cathy	X	X	Kept			Never Present
Raj		X	Added			Never Present
Emily	X	X	Kept	X	X	Kept
Kayla			Never Used			Never Used
Kaitlyn	X		Abandoned			Never Used
Laretta	X		Abandoned			Never Used
Madison		X	Added			Never Used
William	X		Abandoned	X		Abandoned
Eric			Never Used			Never Used
Sarah	X		Abandoned		X	Added
Rebecca	X		Abandoned			Never Used
Samantha			Never Used			Never Used
Julia	X	X	Kept		X	Added
Arnold			Never Used			Never Used
Jose			Never Used			Never Used
Lucy		X	Added		X	Added
Anika	X	X	Kept			Never Used
Jack	X		Abandoned		X	Added
Sunny	X		Abandoned			Never Used

Supplementary Table 4: Changes in in-between coping from 2016 to 2017 in managing teaching anxieties per GTA participant (N = 23).

Pseudonyms	Accommodation		Type of Change	Negotiation		Type of Change	Distraction		Type of Change
	2016	2017		2016	2017		2016	2017	
Hannah	X		Abandoned			Never Used			Never Used
Cathy	X		Abandoned			Never Used			Never Used
Raj		X	Added			Never Used			Never Used
Mark	X		Abandoned			Never Used			Never Used
Emily	X		Abandoned			Never Used	X		Added
Kayla	X		Abandoned			Never Used			Never Used
Kaitlyn	X		Abandoned			Never Used			Never Used
Laretta		X	Added			Never Used			Never Used
Raegan		X	Added			Never Used			Never Used
Madison	X	X	Kept			Never Used			Never Used
William			Never Used			Never Used		X	Added
Eric	X		Abandoned			Never Used			Never Used
Lauren			Never Used			Never Used			Never Used
Sarah		X	Added			Never Used			Never Used
Rebecca		X	Added			Never Used			Never Used
Samantha			Never Used			Never Used			Never Used
Julia			Never Used			Never Used			Never Used
Arnold	X		Abandoned			Never Used			Never Used
Jose	X	X	Kept			Never Used			Never Used
Lucy	X	X	Kept			Never Used			Never Used
Anika			Never Used			Never Used			Never Used
Jack	X		Abandoned			Never Used			Never Used
Sunny		X	Added			Never Used			Never Used

Supplementary Table 5: Changes in in-between coping from 2016 to 2017 in managing research anxieties per GTA participant (N = 20).

Pseudonyms	Accommodation		Type of Change	Negotiation		Type of Change	Distraction		Type of Change
	2016	2017		2016	2017		2016	2017	
Hannah	X		Abandoned			Never Used			Never Used
Cathy			Never Used			Never Used			Never Used
Raj			Never Used			Never Used	X	X	Kept
Emily	X		Abandoned			Never Used		X	Added
Kayla	X		Abandoned			Never Used			Never Used
Kaitlyn	X	X	Kept			Never Used			Never Used
Laretta	X		Abandoned			Never Used	X	X	Kept
Madison	X	X	Kept			Never Used			Never Used
William	X	X	Kept			Never Used			Never Used
Eric	X	X	Kept			Never Used			Never Used
Sarah	X	X	Kept			Never Used		X	Added
Rebecca	X	X	Kept			Never Used			Never Used
Samantha	X		Abandoned			Never Used	X	X	Kept
Julia	X	X	Kept			Never Used			Never Used
Arnold		X	Added			Never Used			Never Used
Jose	X	X	Kept			Never Used			Never Used
Lucy	X	X	Kept			Never Used			Never Used
Anika			Never Used			Never Used			Never Used
Jack	X	X	Kept			Never Used	X	X	Kept
Sunny		X	Added		X	Added		X	Added

Supplementary Table 6: Changes in maladaptive coping from 2016 to 2017 in managing teaching anxieties per GTA participant (N = 23).

Pseudonyms	Escape		Type of Change	Rumination		Type of Change	Helplessness		Type of Change	Opposition		Type of Change	No Coping		Type of Change
	2016	2017		2016	2017		2016	2017		2016	2017		2016	2017	
Hannah	X	X	Kept		X	Added			Never Used			Never Used			Never Used
Cathy			Never Used			Never Used	X		Added			Never Used			Never Used
Raj	X		Abandoned			Never Used	X	X	Kept			Never Used			Never Used
Mark			Never Used			Never Used	X	X	Kept			Never Used			Never Used
Emily			Never Used			Never Used			Never Used			Never Used			Never Used
Kayla	X	X	Kept			Never Used			Never Used	X		Abandoned			Never Used
Kaitlyn		X	Added	X		Abandoned		X	Added			Never Used			Never Used
Laretta		X	Added			Never Used	X		Abandoned			Never Used	X		Added
Raegan			Never Used			Never Used			Never Used			Never Used			Never Used
Madison			Never Used			Never Used			Never Used			Never Used			Never Used
William		X	Added			Never			Never			Never			Never

				Used			Used		Used		Used	
Eric			Never Used	Never Used	X		Abandoned		Never Used		Never Used	
Lauren			Never Used	Never Used	X		Abandoned		Never Used		Never Used	
Sarah			Never Used	Never Used		X	Added		Never Used		Never Used	
Rebecca			Never Used	Never Used			Never Used	X	Abandoned		Never Used	
Samantha			Never Used	Never Used			Never Used		Never Used		Never Used	
Julia			Never Used	Abandoned	X		Never Used		Never Used		Never Used	
Arnold		X	Added	Abandoned	X	X	Kept	X	Abandoned		Never Used	
Jose			Never Used	Never Used			Never Used		Never Used		Never Used	
Lucy	X	X	Kept	Never Used			Never Used		Never Used	X	X	Kept
Anika			Never Used	Never Used			Never Used		Never Used			Never Used
Jack			Never Used	Never Used	X		Abandoned		Added	X		Abandoned
Sunny		X	Added	Never Used			Never Used		Never Used			Never Used

Supplementary Table 7: Changes in maladaptive coping from 2016 to 2017 in managing research anxieties per GTA participant (N = 20).

	Escape		Type of Change	Rumination		Type of Change	Helplessness		Type of Change	Opposition		Type of Change	No Coping		Type of Change
	2016	2017		2016	2017		2016	2017		2016	2017		2016	2017	
Pseudonyms															
Hannah		X	Added			Never Used			Never Used			Never Used			Never Used
Cathy			Never Used	X		Abandoned		X	Added			Never Used			Never Used
Raj			Never Used			Never Used			Never Used			Never Used	X		Abandoned
Emily			Never Used			Never Used			Never Used			Never Used			Never Used
Kayla			Never Used			Never Used	X		Abandoned			Never Used			Never Used
Kaitlyn			Never Used			Never Used		X	Added			Never Used	X		Abandoned
Laretta	X	X	Kept			Never Used			Never Used			Never Used			Never Used
Madison			Never Used			Never Used			Never Used			Never Used			Never Used
William	X	X	Kept			Never Used		X	Added			Never Used			Never Used
Eric			Never Used			Never Used			Never Used			Never Used			Never Used
Sarah		X	Added		X	Added			Never Used			Never Used	X		Abandoned

Rebecca			Never Used	X	Abandoned			Never Used		Never Used	X	Abandoned
Samantha		X	Added		Never Used		X	Added		Never Used		Never Used
Julia			Never Used		Never Used			Never Used		Never Used		Never Used
Arnold	X	X	Kept	X	Abandoned	X	X	Kept		Never Used		Never Used
Jose			Never Used		Never Used			Never Used		Never Used		Never Used
Lucy			Never Used		Never Used			Never Used		Never Used	X	Abandoned
Anika			Never Used		Never Used			Never Used		Never Used		Never Used
Jack	X	X	Kept		Never Used	X	X	Kept		Never Used		Never Used
Sunny	X		Abandoned		Never Used	X	X	Kept		Never Used		Never Used

Supplementary Table 8: Presence of the use of the most common adaptive, in-between, and maladaptive coping strategies by GTAs in 2016 to ameliorate teaching (T) and research (R) anxieties.

Pseudonyms	Problem Solving		Support Seeking		Information Seeking		Self-reliance		Cognitive Restructuring	
	T	R	T	R	T	R	T	R	T	R
Hannah	X	X		X	X	X	X			X
Cathy	X	X		X	X	X		X	X	
Raj	X	X		X		X	X			
Mark	X	X	X		X	X				
Emily	X	X		X	X	X	X	X		X
Kayla	X	X	X		X	X				
Kaitlyn	X	X		X	X			X	X	
Laretta	X	X		X	X	X	X	X	X	
Raegan	X	X	X	X	X	X	X	X	X	
Madison	X	X			X	X			X	
William	X	X	X	X	X	X		X		X
Eric	X	X	X	X		X				
Lauren	X	X			X	X	X	X	X	
Sarah	X	X		X	X	X		X		

Rebecca	X	X		X	X	X	X
Samantha	X	X			X	X	X
Julia	X	X		X			X
Arnold	X	X			X	X	
Jose	X	X	X		X	X	X
Lucy	X	X				X	
Anika	X	X			X	X	X
Jack	X	X		X		X	X
Sunny	X	X	X		X	X	X

Pseudonyms	Accommodation		Distraction		Escape		Helplessness	
	T	R	T	R	T	R	T	R
Hannah	X	X			X			
Cathy	X						X	
Raj				X	X		X	
Mark	X	X				X	X	
Emily	X	X						
Kayla	X	X			X			X

Kaitlyn	X	X				
Laretta		X	X		X	X
Raegan			X			X
Madison	X	X				
William		X				
Eric	X	X			X	
Lauren					X	
Sarah		X				
Rebecca		X				
Samantha		X	X			
Julia		X				
Arnold	X				X	X X
Jose	X	X				
Lucy	X	X		X		
Anika						
Jack	X	X	X		X	X X
Sunny					X	X