

Supplemental Table 1. Science Communication Training Effectiveness (SCTE) Construct Measures

Construct	Variable Name	Item Measurement
Motivation	Science Communication Self-Efficacy n = 7 items Anderson et al., 2015; Schwarzer & Jerusalem, 1995	1=Not at all true, 2= Hardly true, 3 = Moderately true; 4 = Exactly true <ul style="list-style-type: none"> I can always manage to solve difficult problems in science communication if I try hard enough. I can remain calm when facing science communication difficulties because I can rely on my coping abilities. When I am confronted with a science communication problem, I can usually find several solutions. It is easy for me to stick to my aims and accomplish my science communication goals. I am confident that I could deal efficiently with unexpected events that may raise in this science communication workshop. I can solve most science communication problems if I invest the necessary effort. No matter what comes my way, I'm confident I can handle it during the course of this science communication-training workshop.
	Oral Presentation Self-Confidence n = 4 items Anderson et al., 2015; Rosenberg, 1979	1=Very insecure, 2= Insecure, 3=Neither confident nor insecure, 4=Confident, 5= Very confident. Based on the workshop you just completed, how would you rate your level of confidence in your ability to... <ul style="list-style-type: none"> Excel in giving scientific presentations. Give a scientific talk to a lay audience. Give an oral presentation at a scientific meeting. Require little to no assistance with my speaking and presenting skills.
Cognition	Science Communication Knowledge n = 1 item Griffin et al., 2008 Griffin, Dunwoody, & Yang, 2013	<ul style="list-style-type: none"> How much do you currently know about science communication? (0 = I know nothing at all about science communication, 100 = I know all I could possibly know about science communication)
Affect	Attitudes Toward Workshops n = 14 items Brownell, Price, & Steinman, 2013; Silva & Bultitude, 2009	1=Strongly disagree, 2=Disagree, 3=Neutral, 4= Agree, 5=Strongly agree <ul style="list-style-type: none"> Taught me a lot of new concepts. Helped me master new skills. Gave me new ideas on presenting science findings to a lay audience. Made me feel I can be effective in communicating science in clear terms. Helped me make sense of how to communicate science effectively to a non-science audience. Improved my communication style. Made me feel comfortable with making presentations. Polished my presentation skills. Enhanced my ability to use clear science communication principles. Increased my ability to communicate science verbally to non-scientists. Delivered the training materials effectively. Engaged me. Improved my ability to describe science information accurately. Helped me create a video relying on nontechnical jargon.
	Attitudes Toward Coaching	1=Strongly disagree, 2=Disagree, 3=Somewhat disagree, 4=Neither agree nor disagree, 5=Somewhat agree, 6= Agree, 7 = Strongly agree

	n = 5 items	<ul style="list-style-type: none"> • The coaching session was valuable in polishing my final presentation. • I took the advice provided in the coaching session for my final presentation. • I am quite satisfied with the coaching session. • I made changes to my final PowerPoint slide based on suggestions provided in the coaching session. • My final presentations would not have turned out as well without the coaching session.
	Positive Outcome Expectations n = 11 items Anderson et al., 2015; Bandura, 1997; Lent et al., 2008	<p>1=Strongly disagree, 2=Disagree, 3=Somewhat disagree, 4=Neither agree nor disagree, 5=Somewhat agree, 6= Agree, 7 = Strongly agree</p> <ul style="list-style-type: none"> • Allow me to obtain a highly desirable academic faculty position. • Help me to be recognized as an expert in my research area. • Be critically important for me to become a successful independent investigator. • Make me feel good about myself the next time I give a speech. • Inspire me to do great work. • Make me feel confident and secure about my future career. • Make me feel well prepared for my next presentation. • Propel me onto the next stages of my career. • Make me stand out from my peers who are on the job market. • Assist me in getting a job. • Be valuable to me now and later on.
	Training Satisfaction n = 7 items Rosenberg, 1979	<p>1=Strongly disagree, 2=Disagree, 3=Somewhat disagree, 4=Neither agree nor disagree, 5=Somewhat agree, 6= Agree, 7 = Strongly agree</p> <ul style="list-style-type: none"> • I am able to use workshop skills as well as most other people in the workshop. • All in all, I am inclined to feel that I failed this workshop. • I am able to do things in the workshop as well as most other students. • I took a positive attitude toward myself in this workshop. • On the whole, I am satisfied with myself in this workshop. • At times, I certainly felt useless in this workshop. • At times, I think I am no good at all in this workshop.
Behavior or Behavioral Intentions	Presentation Preparation n = 6 items	<p>1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly agree</p> <ul style="list-style-type: none"> • I relied on multiple kinds of information when I created my presentation. • I drew on the principles I learned in the workshop to create my presentation. • I put a lot of time into creating my presentation. • I put a lot of effort into creating my presentation. • I wasn't sure how to translate the workshop ideas into my presentation. • I'm unsure if I accomplished the goals of the workshop in my presentation.
	Likelihood of Using Learned Skills n = 3 items	<p>1= Not very likely, 7=Highly likely) Based on the workshop you just took, what is the likelihood that you will...</p> <ul style="list-style-type: none"> • Use the science communication skills the next time you make a speech? • Use the science communication skills the next conference you attend? • Use the science communication skills once on the job?