**Supplementary file 1:** COREQ checklist

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| Consolidated criteria for reporting qualitative studies (COREQ): 32-item checklist | | |
| No Item | Guide questions/description | Page/Line |
| Domain 1: Research team and reflexivity | | |
| Personal Characteristics | | |
| 1. Interviewer/facilitator | Which author/s conducted the interview or focus group? | 6/9 |
| 1. Credentials | What were the researcher’s credentials? E.g. PhD, MD | 6/9-10 |
| 1. Occupation | What was their occupation at the time of the study? | 6/10 |
| 1. Gender | Was the researcher male or female? | 6/9 |
| 1. Experience and training | What experience or training did the researcher have? | 6/10 |
| Relationship with participants | | |
| 1. Relationship established | Was a relationship established prior to study commencement? | Yes, 5/22 |
| 1. Participant knowledge of the interviewer | What did the participants know about the researcher? e.g. personal goals, reasons for doing the research | 5/24 |
| 1. Interviewer characteristics | What characteristics were reported about the interviewer/facilitator? e.g. Bias, assumptions, reasons and interests in the research topic | 5/24  7/11 |
| Domain 2: study design | | |
| Theoretical framework | | |
| 1. Methodological orientation and Theory | What methodological orientation was stated to underpin the study? e.g. grounded theory, discourse analysis, ethnography, phenomenology, content analysis | 6/12 |
| Participant selection | | |
| 1. Sampling | How were participants selected? e.g. purposive, convenience, consecutive, snowball | 5/18 |
| 1. Method of approach | How were participants approached? e.g. face-to-face, telephone, mail, email | 6/1 |
| 1. Sample size | How many participants were in the study? | 7/21 |
| 1. Non-participation | How many people refused to participate or dropped out? Reasons? | Figure 1. |
| Setting | | |
| 1. Setting of data collection | Where was the data collected? e.g. home, clinic, workplace | Online questionnaire |
| 1. Presence of non-participants | Was anyone else present besides the participants and researchers? | Just online questionnaire |
| 1. Description of sample | What are the important characteristics of the sample? e.g. demographic data, date | Table 1. |
| Data collection | | |
| 1. Interview guide | Were questions, prompts, guides provided by the authors? Was it pilot tested? | 6/6-7 |
| 1. Repeat interviews | Were repeat interviews carried out? If yes, how many? | 5/22 |
| 1. Audio/visual recording | Did the research use audio or visual recording to collect the data? | Just online questionnaire |
| 1. Field notes | Were field notes made during and/or after the interview or focus group? | Just online questionnaire |
| 1. Duration | What was the duration of the interviews or focus group? | online |
| 1. Data saturation | Was data saturation discussed? | Yes  5/21-22 |
| 1. Transcripts returned | Were transcripts returned to participants for comment and/or correction? | No |
| Domain 3: analysis and findings | | |
| Data analysis | | |
| 1. Number of data coders | How many data coders coded the data? | 7/3 |
| 1. Description of the coding tree | Did authors provide a description of the coding tree? | Yes, Table 2 |
| 1. Derivation of themes | Were themes identified in advance or derived from the data? | From data  6/12 |
| 1. Software | What software, if applicable, was used to manage the data? | MaxQDA 11 |
| 1. Participant checking | Did participants provide feedback on the findings? | Just online questionnaire |
| Reporting | | |
| 1. Quotations presented | Were participant quotations presented to illustrate the themes / findings? Was each quotation identified? e.g. participant number | Yes, through the result section |
| 1. Data and findings consistent | Was there consistency between the data presented and the findings? | Yes, through the result section |
| 1. Clarity of major themes | Were major themes clearly presented in the findings? | Yes, Table 2. |
| 1. Clarity of minor themes | Is there a description of diverse cases or discussion of minor themes? | Yes, Table 2. |