**Supplemental Digital Content 1. Standards for Reporting Qualitative Research checklist (SRQR)**

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| **No.** | | **Topic** |  | **Item** | **Reported on** |
|  | | **Title and abstract** |  |  |  |
| S1 | | Title |  | Concise description of the nature and topic of the study Identifying | Title |
|  | |  |  | the study as qualitative or indicating the approach (e.g., ethnography, |  |
|  | |  |  | grounded theory) or data collection methods (e.g., interview, focus |  |
|  | |  |  | group) is recommended |  |
| S2 | | Abstract |  | Summary of key elements of the study using the abstract format of | Abstract |
|  | |  |  | the intended publication; typically includes background, purpose, |  |
|  | |  |  | methods, results, and conclusions |  |
|  | | **Introduction** |  |  |  |
| S3 | | Problem formulation |  | Description and significance of the problem/phenomenon studied; | Introduction, |
|  | |  |  | review of relevant theory and empirical work; problem statement | Paragraph 1-4 |
| S4 | | Purpose or research question |  | Purpose of the study and specific objectives or questions | Introduction,  Paragraph 4 |
|  | | **Methods** |  |  |  |
|  | S5 | Qualitative approach  and research paradigm |  | Qualitative approach (e.g., ethnography, grounded theory, case study, | Methods,  Paragraph 1 |
|  |  |  |  | phenomenology, narrative research) and guiding theory if appropriate; |  |
|  |  |  |  | identifying the research paradigm (e.g., postpositivist, constructivist/ |  |
|  |  |  |  | interpretivist) is also recommended; rationale |  |
|  | S6 | Researcher characteristics and reflexivity |  | Researchers’ characteristics that may influence the research, including | Methods, Data analysis section, Paragraph 2 |
|  |  |  |  | personal attributes, qualifications/experience, relationship with |  |
|  |  |  |  | participants, assumptions, and/or presuppositions; potential or actual |  |
|  |  |  |  | interaction between researchers’ characteristics and the research |  |
|  |  |  |  | questions, approach, methods, results, and/or transferability |  |
|  | S7 | Context |  | Setting/site and salient contextual factors; rationale | Methods, Study setting section |
|  | S8 | Sampling strategy |  | How and why research participants, documents, or events were | Methods, Participants section |
|  |  |  |  | selected; criteria for deciding when no further sampling was necessary |  |
|  |  |  |  | (e.g., sampling saturation); rationale |  |
|  | S9 | Ethical issues pertaining to human subjects |  | Documentation of approval by an appropriate ethics review board | Methods, Ethical consideration section |
|  |  |  |  | and participant consent, or explanation for lack thereof; other |  |
|  |  |  |  | confidentiality and data security issues |  |
|  | S10 | Data collection methods |  | Types of data collected; details of data collection procedures including | Methods, Data collection section |
|  |  |  |  | (as appropriate) start and stop dates of data collection and analysis, |  |
|  |  |  |  | iterative process, triangulation of sources/methods, and modification |  |
|  |  |  |  | of procedures in response to evolving study findings; rationale |  |
|  | S11 | Data collection instruments and technologies |  | Description of instruments (e.g., interview guides, questionnaires) | Methods, Data collection section |
|  |  |  |  | and devices (e.g., audio recorders) used for data collection; if/how the |  |
|  |  |  |  | instrument(s) changed over the course of the study |  |
|  | S12 | Units of study |  | Number and relevant characteristics of participants, documents, or | Results, Participant characteristics section |
|  |  |  |  | events included in the study; level of participation (could be reported |  |
|  |  |  |  | in results) |  |
|  | S13 | Data processing |  | Methods for processing data prior to and during analysis, including | Methods, Data analysis section |
|  |  |  |  | transcription, data entry, data management and security, verification |  |
|  |  |  |  | of data integrity, data coding, and anonymization/deidentification of |  |
|  |  |  |  | excerpts |  |
|  | S14 | Data analysis |  | Process by which inferences, themes, etc., were identified and | Methods, Data analysis section |
|  |  |  |  | developed, including the researchers involved in data analysis; usually |  |
|  |  |  |  | references a specific paradigm or approach; rationale |  |
|  | S15 | Techniques to enhance trustworthiness |  | Techniques to enhance trustworthiness and credibility of data analysis | Methods, Data analysis section, Paragraph 2 |
|  |  |  |  | (e.g., member checking, audit trail, triangulation); rationale |  |
|  |  | **Results/findings** |  |  |  |
|  | S16 | Synthesis and interpretation |  | Main findings (e.g., interpretations, inferences, and themes); might | Results |
|  |  |  |  | include development of a theory or model, or integration with prior |  |
|  |  |  |  | research or theory |  |
|  | S17 | Links to empirical data |  | Evidence (e.g., quotes, field notes, text excerpts, photographs) to | Results |
|  |  |  |  | substantiate analytic findings |  |
|  |  | **Discussion** |  |  |  |
|  | S18 | Integration with prior work, implications, |  | Short summary of main findings; explanation of how findings | Discussion, Paragraph 1-5 |
|  |  | transferability, and contribution(s) to the field |  | and conclusions connect to, support, elaborate on, or challenge |  |
|  |  |  |  | conclusions of earlier scholarship; discussion of scope of application/ |  |
|  |  |  |  | generalizability; identification of unique contribution(s) to scholarship |  |
|  |  |  |  | in a discipline or field |  |
|  | S19 | Limitations |  | Trustworthiness and limitations of findings | Discussion, Paragraph 6 |
|  |  | **Other** |  |  |  |
|  | S20 | Conflicts of interest |  | Potential sources of influence or perceived influence on study conduct and conclusions; how these were managed | Disclosures section |
|  | S21 | Funding |  | Sources of funding and other support; role of funders in data  collection, interpretation, and reporting | Acknowledgments section |