## S2 Table. Quality assessment of all studies

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<tbody>
<tr>
<td><strong>Quantitative studies</strong></td>
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<tr>
<td>1. Sampling methods</td>
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<tr>
<td>1.1 Was the sample representative of the broader population?</td>
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<tr>
<td>1.2 Was recruitment of participants appropriate to the study question?</td>
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<td>1.3 Adequate sample size (&gt;100 or sample size calculation undertaken)</td>
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<td>1.4 Response rate reported and acceptable (≥70%)</td>
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<td>1.5 Control group is appropriate, clearly defined (if applicable)</td>
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<td><strong>2. Data collection</strong></td>
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<td>2.1 Sample characteristics clearly described</td>
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<tr>
<td>2.2 Means of collecting data (e.g. assessment tool, questionnaire, etc) valid, reliable</td>
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<td><strong>3. Data analysis / interpretation</strong></td>
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<td>3.1 Potential confounders</td>
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3.2 Tests for statistical significance undertaken, presented

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Qualitative studies (adapted from RATS)

1. Study design

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
1.1 Study design is appropriate to the research question

| N/A | 1 | N/A | N/A | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 3 | N/A | 2 | N/A | N/A | 3 | N/A | N/A | 3 |
1.1.2 Could a quantitative approach have worked better?

| N/A | 1 | N/A | N/A | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 3 | N/A | 2 | N/A | N/A | 3 | N/A | N/A | 3 |
1.1.3 Justified why a particular method was chosen, e.g.: a) Interviews: experience, perceptions, behaviour, practice; b) Focus groups: group dynamics, convenience, non-sensitive topics; c) Ethnography: culture, organizational behaviour, interaction

| N/A | 1 | N/A | N/A | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 3 | N/A | 2 | N/A | N/A | 3 | N/A | N/A | 3 |

2. Sampling methods

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
2.1 Criteria for selecting study sample is appropriate, e.g. purposive (diversity of opinion), random (generalizable

<p>| N/A | 2 | N/A | N/A | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 3 | N/A | 2 | N/A | N/A | 3 | N/A | N/A | 3 |</p>
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<tr>
<th>2.2 Details given of how recruitment was conducted and by whom</th>
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<tbody>
<tr>
<td>2.3 Details given on who chose not to participate and why</td>
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3. Data collection

| 3.1 Collection of data is comprehensive and appropriate. E.g. a) Was the study setting appropriate? E.g. protection of confidentiality for sensitive discussions; b) Is the role of the researcher(s) appropriate? How might they bias the study and results? e.g. Do researchers occupy dual roles (clinician and researcher) | N/A | 2 | N/A | N/A | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 2 | N/A | 2 | N/A | N/A | 3 | N/A | N/A | 3 |

4. Data analysis/interpretation

| 4.1 Are interpretations clearly presented and supported adequately by evidence? | N/A | 3 | N/A | N/A | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 2 | N/A | 3 | N/A | N/A | 3 | N/A | N/A | 3 |
| 4.2 Indicators of quality - Description of how themes were derived from the data | N/A | 2 | N/A | N/A | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 3 | N/A | 2 | N/A | N/A | 3 | N/A | N/A | 3 |
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<td>++</td>
<td>Low risk of bias: All or almost of the above criteria were fulfilled, and those that were not fulfilled were thought unlikely to alter the conclusions of the study.</td>
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<td>+</td>
<td>Medium risk of bias: Some of the above criteria were fulfilled, and those not fulfilled were thought unlikely to alter the conclusions of the study.</td>
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<td>-</td>
<td>High risk of bias: Few or no criteria were fulfilled, and the conclusions of the study were thought likely or very likely to alter with their inclusion.</td>
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| Method of reliability check (e.g. triangulation, independent review of data to contest themes) | N/A | 1 | N/A | N/A | 3 | N/A | N/A | N/A | N/A | N/A | 3 | N/A | N/A | 1 | N/A | N/A | 1 | N/A | N/A | 2 | N/A | N/A | 2 | N/A | N/A | 2 |
| Analysis /presentation of negative/deviant cases, alternative explanations | N/A | 2 | N/A | N/A | 2 | N/A | N/A | N/A | N/A | N/A | N/A | 2 | N/A | N/A | 2 | N/A | N/A | 2 | N/A | N/A | 2 | N/A | N/A | 2 | N/A | N/A | 2 |
| Semi quantification when appropriate | N/A | 3 | N/A | N/A | 3 | N/A | N/A | N/A | N/A | N/A | 3 | N/A | N/A | 2 | N/A | N/A | 3 | N/A | N/A | 3 | N/A | N/A | 3 | N/A | N/A | 3 |
| Quote use appropriate, effective | N/A | 3 | N/A | N/A | 3 | N/A | N/A | N/A | N/A | N/A | 3 | N/A | N/A | 3 | N/A | N/A | 3 | N/A | N/A | 3 | N/A | N/A | 3 | N/A | N/A | 3 |
| 4.3 Are findings generalizable to a broader population? | N/A | 2 | N/A | N/A | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 3 | N/A | N/A | 1 | N/A | N/A | 2 | N/A | N/A | 2 | N/A | N/A | 2 |

16 27 22 21 41 18 22 18 18 22 15 23 23 38 22 29 11 19 40 15 22 39

*N/A marked under quantitative criteria for qualitative studies and vice versa.*