Table 1

Consolidated Criteria for Reporting Qualitative Studies (COREQ): 32-Item Checklist

No. Item	Guide questions/description	Reported on Page #
Domain 1: Research team and reflexivity		
Personal Characteristics		
1. Inter viewer/facilitator	Which author/s conducted the inter view or focus group?	Page 7
2. Credentials	What were the researcher's credentials? E.g. PhD, MD	Page 1
3. Occupation	What was their occupation at the time of the study?	Page 1 and 7
4. Gender	Was the researcher male or female?	Page 1
5. Experience and training	What experience or training did the researcher have?	Page 1
Relationship with Participants		
6. Relationship established	Was a relationship established prior to study commencement?	Page 7 .
7. Participant knowledge of the interviewer	What did the participants know about the researcher? e.g. personal goals, reasons for doing the research	Page 7
8. Interviewer characteristics	What characteristics were reported about the inter viewer/facilitator? e.g. Bias, assumptions, reasons and interests in the research topic	Page 7

Domain 2: study design		
Theoretical Framework		
9. Methodological orientation and Theory	What methodological orientation was stated to underpin the study? e.g. grounded theory, discourse analysis, ethnography, phenomenology, content analysis	Page 1 and 7
Participant Selection		
10. Sampling	How were participants selected? e.g. purposive, convenience, consecutive, snowball	Page 6
11. Method of approach	How were participants approached? e.g. face-to-face, telephone, mail, email	Page 5 and 6
12. Sample size	How many participants were in the study?	Page 6
13. Non-participation	How many people refused to participate or dropped out? Reasons?	Page 6
Setting		
14. Setting of data collection	Where was the data collected? e.g. home, clinic, workplace	Page 6 .
15. Presence of non-participants	Was anyone else present besides the participants and researchers?	Page 5 Inferred as one to one interviews
16. Description of sample	What are the important characteristics of the sample? e.g. demographic data, date	Page 6
Data Collection		
17. Interview guide	Were questions, prompts, guides provided by the authors? Was it pilot tested?	Additional file & page 7
18. Repeat interviews	Were repeat inter views carried out? If yes, how many?	No, inferred on page 7
19. Audio/visual recording	Did the research use audio or visual recording to collect the data?	Page 7
20. Field notes	Were field notes made during and/or after the inter view or focus group?	Page 8
21. Duration	What was the duration of the inter views or focus group?	Page 6
22. Data saturation	Was data saturation discussed?	Page 7
23. Transcripts returned	Were transcripts returned to participants for comment and/or correction?	Page 7

Domain 3: analysis and findings		
Data Analysis		
24. Number of data coders	How many data coders coded the data?	Page 8
25. Description of the coding tree	Did authors provide a description of the coding tree?	Page 7 – OSOP
26. Derivation of themes	Were themes identified in advance or derived from the data?	Page 7
27. Software	What software, if applicable, was used to manage the data?	Page 7
28. Participant checking	Did participants provide feedback on the findings?	Page 7
Reporting		
29. Quotations presented	Were participant quotations presented to illustrate the themes/findings? Was each quotation identified? e.g. participant number	Page 8 to 16
30. Data and findings consistent	Was there consistency between the data presented and the findings?	Yes, there was. Page 8 to 18
31. Clarity of major themes	Were major themes clearly presented in the findings?	Yes. they were. From page 8 to 16
32. Clarity of minor themes	Is there a description of diverse cases or discussion of minor themes?	Discussion of major and minor themes From page 16 to 20

Table 2

Standards for Reporting Qualitative Research (SRQR) Checklist*

Title and abstract	Page/line no(s).
Title - Concise description of the nature and topic of the study Identifying the study as qualitative or indicating the approach (e.g., ethnography, grounded theory) or data collection methods (e.g., interview, focus group) is recommended	
Abstract - Summary of key elements of the study using the abstract format of the intended publication; typically includes background, purpose, methods, results, and conclusions	

Introduction	
Problem formulation - Description and significance of the problem/phenomenon studied; review of relevant theory and empirical work; problem statement	
Purpose or research question - Purpose of the study and specific objectives or questions	

Methods	
Qualitative approach and research paradigm - Qualitative approach (e.g., ethnography, grounded theory, case study, phenomenology, narrative research) and guiding theory if appropriate; identifying the research paradigm (e.g., postpositivist, constructivist/ interpretivist) is also recommended; rationale**	
Researcher characteristics and reflexivity - Researchers' characteristics that may influence the research, including 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	
Context - Setting/site and salient contextual factors; rationale**	
Sampling strategy - How and why research participants, documents, or events were selected; criteria for deciding when no further sampling was necessary (e.g., sampling saturation); rationale**	
Ethical issues pertaining to human subjects - Documentation of approval by an appropriate ethics review board and participant consent, or explanation for lack thereof; other confidentiality and data security issues	
Data collection methods - Types of data collected; details of data collection procedures including (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**	

Data collection instruments and technologies - Description of instruments (e.g., interview guides, questionnaires) and devices (e.g., audio recorders) used for data collection; if/how the instrument(s) changed over the course of the study	
Units of study - Number and relevant characteristics of participants, documents, or events included in the study; level of participation (could be reported in results)	
Data processing - Methods for processing data prior to and during analysis, including transcription, data entry, data management and security, verification of data integrity, data coding, and anonymization/de-identification of excerpts	
Data analysis - Process by which inferences, themes, etc., were identified and developed, including the researchers involved in data analysis; usually references a specific paradigm or approach; rationale**	
Techniques to enhance trustworthiness - Techniques to enhance trustworthiness and credibility of data analysis (e.g., member checking, audit trail, triangulation); rationale**	

Results/findings

Synthesis and interpretation - Main findings (e.g., interpretations, inferences, and themes); might include development of a theory or model, or integration with prior research or theory	
Links to empirical data - Evidence (e.g., quotes, field notes, text excerpts, photographs) to substantiate analytic findings	

Discussion

Integration with prior work, implications, transferability, and contribution(s) to the field - Short summary of main findings; explanation of how findings 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	
Limitations - Trustworthiness and limitations of findings	

Other

Conflicts of interest - Potential sources of influence or perceived influence on study conduct and conclusions; how these were managed	
Funding - Sources of funding and other support; role of funders in data collection, interpretation, and reporting	

*The authors created the SRQR by searching the literature to identify guidelines, reporting standards, and critical appraisal criteria for qualitative research; reviewing the reference lists of retrieved sources; and contacting experts to gain feedback. The SRQR aims to improve the transparency of all aspects of qualitative research by providing clear standards for reporting qualitative research.

O'Brien, B. C., Harris, I. B., Beckman, T. J., Reed, D. A., & Cook, D. A. (2014). Standards for reporting qualitative research: A synthesis of recommendations. Academic Medicine, 89, 1245–1251. Retrieved from https://doi.org/10.1097/ACM.0000000000000388

**The rationale should briefly discuss the justification for choosing that theory, approach, method, or technique rather than other options available, the assumptions and limitations implicit in those choices, and how those choices influence study conclusions and transferability. As appropriate, the rationale for several items might be discussed together.